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PROCEEDINGS

OF THE TRUSTEES OF THE

PEABODY EDUCATION FUND

FROM THEIR ORIGINAL ORGANIZATION

ON THE 8TH OF FEBRUARY, 1867.

Printed by Order of the Trustees.

VOL. I.

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PRESS OF JOHN WILSON AND SON

1875.



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At the Annual Meeting of the Trustees, June 25, 1872,
it was —

Voted, That the Chairman and General Agent be authorized to procure a reprint of all the original Proceedings of the Board, and the Reports of the General Agent ; and also to provide for the printing of future Proceedings and Reports in conformity therewith.

At the adjourned Annual Meeting of the Trustees, Oct.
15, 1874, it was —

Voted, That the General Agent be authorized to procure the printing and binding of one thousand copies of the volume of the Proceedings of the Trustees, already stereotyped, and to include the Proceedings of the present year.

TRUSTEES

OF THE

PEABODY EDUCATION FUND.

The Board as originally appointed by Mr. PEABODY consisted of the following members:—

Hon. ROBERT C. WINTHROP	<i>Massachusetts.</i>
Hon. HAMILTON FISH	<i>New York.</i>
Right Rev. CHARLES P. MCILVAINE	<i>Ohio.</i>
General U. S. GRANT	<i>United States Army.</i>
Admiral D. G. FARRAGUT	<i>United States Navy.</i>
Hon. WILLIAM C. RIVES	<i>Virginia.</i>
Hon. JOHN H. CLIFFORD	<i>Massachusetts.</i>
Hon. WILLIAM AIKEN	<i>South Carolina.</i>
Hon. WILLIAM M. EVARTS	<i>New York.</i>
Hon. WILLIAM A. GRAHAM	<i>North Carolina.</i>
CHARLES MACALESTER, Esq.	<i>Pennsylvania.</i>
GEORGE W. RIGGS, Esq.	<i>Washington.</i>
SAMUEL WETMORE, Esq.	<i>New York.</i>
EDWARD A. BRADFORD, Esq.	<i>Louisiana.</i>
GEORGE N. EATON, Esq.	<i>Maryland.</i>
GEORGE PEABODY RUSSELL, Esq.	<i>Massachusetts.</i>

The vacancies created by the deaths of Hon. WILLIAM C. RIVES, of Admiral FARRAGUT, of Bishop MCILVAINE, of CHARLES MACALESTER, Esq., and GEORGE N. EATON, Esq., and by the resignation of EDWARD A. BRADFORD, Esq., have been filled by the election of

Hon. SAMUEL WATSON	<i>Tennessee.</i>
Hon. A. H. H. STUART	<i>Virginia.</i>
General RICHARD TAYLOR	<i>Louisiana.</i>
Surgeon-General JOSEPH K. BARNES, U. S. A.	<i>Washington.</i>
Chief-Justice MORRISON R. WAITE	<i>Washington.</i>
Right Rev. H. B. WHIPPLE	<i>Minnesota.</i>

GENERAL AGENT.

(To whom all communications should be addressed.)

Rev. BARNAS SEARS, D.D. *Staunton, Virginia.*

PREFATORY NOTE.

THE Proceedings of the Trustees have been printed from year to year, and have been more or less widely circulated throughout the country. There was, however, a want of uniformity in the earlier pamphlets, while the number of copies printed was insufficient for the demand which has since arisen.

It has been felt that a great Trust of this sort should have a public and permanent record. It is due to the memory of its illustrious Founder, no less than to those who have been, or may be, entrusted with the administration of so large and signal an endowment, that the fullest information on the subject should be within the ready reach of all who are interested in it.

With this view, the present volume has been stereotyped ; and it is intended that all the succeeding Reports and Proceedings shall be stereotyped to conform to it, so that a complete series may never be wanting to the Public Libraries of the country.

The Massachusetts Historical Society have kindly allowed the use of their engraved portrait of Mr. PEABODY for the illustration of the volume ; and this, with his own original Letters of Trust, and with the Eulogy delivered at his funeral, — inserted in the order of their date, — will serve to perpetuate his memory in connection with his greatest and noblest American Gift.

The Resolution ordering the Thanks of Congress and a Gold Medal to be presented to Mr. PEABODY, in the name of the People of the United States, will be found on the following page.

BOSTON, 18 February, 1874.

A RESOLUTION PRESENTING THE THANKS OF
CONGRESS TO GEORGE PEABODY.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the thanks of Congress be, and they hereby are, presented to GEORGE PEABODY, of Massachusetts, for his great and peculiar beneficence in giving a large sum of money, amounting to Two Million Dollars, for the promotion of Education in the more destitute portions of the Southern and South-western States ; the benefits of which, according to his direction, are to be distributed among the entire population without any distinction, except what may be found in needs or opportunities of usefulness.

SEC. 2. *And be it further resolved,* That it shall be the duty of the President to cause a Gold Medal to be struck, with suitable devices and inscriptions, which, together with a copy of this resolution, shall be presented to Mr. PEABODY, in the name of the People of the United States.

Approved, March 16, 1867.

CONTENTS.

	Page
LETTER OF GEORGE PEABODY, CREATING THE TRUST . . .	I
FIRST MEETING AND ORGANIZATION OF THE TRUSTEES, Wash- ington, Feb. 8, 1867	9
RESOLUTIONS ON THE ACCEPTANCE OF THE TRUST	10
SECOND MEETING OF THE TRUSTEES, New York, March 19 .	13
Adjourned Meeting, March 20	14
" " " 21	17
" " " 22	19
Second Letter of Mr. Peabody	21
THIRD MEETING OF THE TRUSTEES, New York, May 28 . .	24
Act of Incorporation	24
FOURTH MEETING OF THE TRUSTEES, Richmond, Jan. 21, 1868	38
REPORT OF DR. SEARS	38
Adjourned Meeting, Jan. 22	58
Address of Dr. Sears	61
FIFTH MEETING OF THE TRUSTEES, New York, July 16 . .	84
Resolutions on the Death of Hon. William C. Rives . . .	84
REPORT OF DR. SEARS	85
Adjourned Meeting, July 17	115
SIXTH MEETING OF THE TRUSTEES, Baltimore, Jan. 21, 1869 .	116
REPORT OF DR. SEARS	117
Adjourned Meeting, Jan. 22	138
SEVENTH MEETING OF THE TRUSTEES, Newport, July 1 . . .	142
Third Letter of Mr. Peabody, enlarging his Endowment .	142
Resolutions on receiving it	148
EULOGY ON GEORGE PEABODY, by the HON. ROBERT C. WINTHROP, Feb. 4, 1870	151

	Page
EIGHTH MEETING OF THE TRUSTEES, Washington, Feb. 15, 1870	168
Address by the Hon. Robert C. Winthrop	168
Resolutions in Memory of George Peabody	177
Address of Governor Graham	180
Letter of Governor Aiken	182
Remarks of Dr. Sears	183
Adjourned Meeting, Feb. 16	185
REPORT OF DR. SEARS	187
Adjourned Meeting, Feb. 17	222
NINTH MEETING OF THE TRUSTEES, Philadelphia, Feb. 15, 1871	224
Address by the Hon. Robert C. Winthrop	224
Resolutions on the Death of Admiral Farragut	231
Resolutions on Resignation of Edward A. Bradford, Esq.	232
REPORT OF DR. SEARS	233
Adjourned Meeting, Feb. 16	272
Adjourned Meeting, Feb. 17	275
TENTH MEETING OF THE TRUSTEES, Boston, June 25, 1872	276
Address by the Hon. Robert C. Winthrop	276
Memorial to the Legislature of Mississippi	279
Adjourned Meeting, June 27	284
REPORT OF DR. SEARS	284
Adjourned Meeting, June 28.	333
Visit of the Trustees to the Tomb of Mr. Peabody	334
ELEVENTH MEETING OF THE TRUSTEES, New York, July 16, 1873	336
Address by the Hon. Robert C. Winthrop	336
Resolutions on the Death of Bishop McIlvaine	341
REPORT OF DR. SEARS	342
Adjourned Meeting, July 17	395
TWELFTH MEETING OF THE TRUSTEES, New York, Oct. 14, 1874	398
Letter from the Chairman, Hon. Robert C. Winthrop	398
REPORT OF DR. SEARS	404
Adjourned Meeting, Oct. 15	434
Adjourned Meeting, Oct. 16	436
Report of Committee on Mixed Schools	436
Resolutions on the death of Mr. Charles Macalester	440

LETTER
OF
GEORGE PEABODY.

To Hon. ROBERT C. WINTHROP, of Massachusetts ; Hon. HAMILTON FISH, of New York ; Right Rev. CHARLES P. McILVAINE, of Ohio ; General U. S. GRANT, of the United States Army ; Hon. WILLIAM C. RIVES, of Virginia ; Hon. JOHN H. CLIFFORD, of Massachusetts ; Hon. WILLIAM AIKEN, of South Carolina ; WILLIAM M. EVARTS, Esq., of New York ; Hon. WILLIAM A. GRAHAM, of North Carolina ; CHARLES MACALESTER, Esq., of Pennsylvania ; GEORGE W. RIGGS, Esq., of Washington ; SAMUEL WETMORE, Esq., of New York ; EDWARD A. BRADFORD, Esq., of Louisiana ; GEORGE N. EATON, Esq., of Maryland ; and GEORGE PEABODY RUSSELL, Esq., of Massachusetts.

GENTLEMEN : I beg to address you on a subject which occupied my mind long before I left England, and in regard to which one at least of you (the Hon. Mr. WINTHROP, the distinguished and valued friend to whom I am so much indebted for cordial sympathy,

careful consideration, and wise counsel in this matter) will remember that I consulted him immediately upon my arrival in May last.

I refer to the educational needs of those portions of our beloved and common country which have suffered from the destructive ravages, and the not less disastrous consequences, of civil war.

With my advancing years, my attachment to my native land has but become more devoted. My hope and faith in its successful and glorious future have grown brighter and stronger; and now, looking forward beyond my stay on earth, as may be permitted to one who has passed the limit of threescore and ten years, I see our country, united and prosperous, emerging from the clouds which still surround her, taking a higher rank among the nations, and becoming richer and more powerful than ever before.

But to make her prosperity more than superficial, her moral and intellectual development should keep pace with her material growth, and, in those portions of our nation to which I have referred, the urgent and pressing physical needs of an almost impoverished people must for some years preclude

them from making, by unaided effort, such advances in education, and such progress in the diffusion of knowledge, among all classes, as every lover of his country must earnestly desire.

I feel most deeply, therefore, that it is the duty and privilege of the more favored and wealthy portions of our nation to assist those who are less fortunate ; and, with the wish to discharge so far as I may be able my own responsibility in this matter, as well as to gratify my desire to aid those to whom I am bound by so many ties of attachment and regard, I give to you, gentlemen, most of whom have been my personal and especial friends, the sum of one million of dollars, to be by you and your successors held in trust, and the income thereof used and applied in your discretion for the promotion and encouragement of intellectual, moral, or industrial education among the young of the more destitute portions of the Southern and Southwestern States of our Union ; my purpose being that the benefits intended shall be distributed among the entire population, without other distinction than their needs and the opportunities of usefulness to them.

Besides the income thus derived, I give to you permission to use from the principal sum, within the next two years, an amount not exceeding forty per cent.

In addition to this gift, I place in your hands bonds of the State of Mississippi, issued to the Planters' Bank, and commonly known as Planters' Bank bonds, amounting, with interest, to about eleven hundred thousand dollars, the amount realized by you from which is to be added to and used for the purposes of this Trust.

These bonds were originally issued in payment for stock in that Bank held by the State, and amounted in all to only two millions of dollars. For many years, the State received large dividends from that Bank over and above the interest on these bonds. The State paid the interest without interruption till 1840, since which no interest has been paid, except a payment of about one hundred thousand dollars, which was found in the treasury applicable to the payment of the coupons, and paid by a mandamus of the Supreme Court. The validity of these bonds has never been questioned, and they must not be confounded with another issue of bonds made

by the State to the Union Bank, the recognition of which has been a subject of controversy with a portion of the population of Mississippi.

Various acts of the Legislature, — viz., of February 28, 1842; February 23, 1844; February 16, 1846; February 28, 1846; March 4, 1848, — and the highest judicial tribunal of the State, have confirmed their validity; and I have no doubt that at an early day such legislation will be had as to make these bonds available in increasing the usefulness of the present Trust.

Mississippi, though now depressed, is rich in agricultural resources, and cannot long disregard the moral obligation resting upon her to make provision for their payment. In confirmation of what I have said, in regard to the legislative and judicial action concerning the State bonds issued to the Planters' Bank, I herewith place in your hands the documents marked A.

The details and organization of the Trust I leave with you, only requesting that Mr. WINTHROP may be chairman, and Governor FISH and Bishop MCILVAINE Vice-Chairmen, of your body: and I give to you power to

make all necessary by-laws and regulations ; to obtain an Act of Incorporation, if any shall be found expedient ; to provide for the expenses of the Trustees and of any agents appointed by them ; and, generally, to do all such acts as may be necessary for carrying out the provisions of this Trust.

All vacancies occurring in your number by death, resignation, or otherwise, shall be filled by your election as soon as conveniently may be, and having in view an equality of representation so far as regards the Northern and Southern States.

I furthermore give to you the power, in case two-thirds the Trustees shall at any time, after the lapse of thirty years, deem it expedient, to close this Trust, and, of the funds which at that time shall be in the hands of yourselves and your successors, to distribute not less than two-thirds among such educational or literary institutions, or for such educational purposes, as they may determine, in the States for whose benefit the income is now appointed to be used. The remainder may be distributed by the Trustees for educational or literary purposes, wherever they may deem it expedient.

In making this gift, I am aware that the fund derived from it can but aid the States which I wish to benefit in their own exertions to diffuse the blessings of education and morality. But if this endowment shall encourage those now anxious for the light of knowledge, and stimulate to new efforts the many good and noble men who cherish the high purpose of placing our great country foremost, not only in power, but in the intelligence and virtue of her citizens, it will have accomplished all that I can hope.

With reverent recognition of the need of the blessing of Almighty God upon this gift, and with the fervent prayer that under His guidance your counsels may be directed for the highest good of present and future generations in our beloved country, I am, gentlemen, with great respect,

Your humble servant,

GEORGE PEABODY.

WASHINGTON, Feb. 7, 1867.

PROCEEDINGS
OF THE
TRUSTEES OF THE PEABODY
EDUCATION FUND.

FIRST MEETING AND ORGANIZATION OF
THE TRUSTEES.

WASHINGTON, Feb. 8, 1867.

THOSE of the gentlemen addressed in the preceding letter who were in Washington met, by invitation of Hon. ROBERT C. WINTHROP, at Willard's Hotel, at eleven o'clock A.M.

Present: Mr. WINTHROP, of Massachusetts; Bishop McILVAINE, of Ohio; Gen. GRANT, of the U. S. Army; Gov. AIKEN, of South Carolina; Mr. EVARTS, of New York; Mr. MACALESTER, of Pennsylvania; Mr. RIGGS, of Washington; Mr. WETMORE, of New York; Mr. EATON, of Maryland; Mr. RUSSELL, of Massachusetts.

Mr. WINTHROP communicated the letter of Mr. GEORGE PEABODY, which had been received by him, constituting the gentlemen present, and others therein named, Trustees for the direction and management of a gift of one million of dollars, and, in addition,

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known as
interest to
the pro-
South-

gratification
his deep interest
the office of Chair-

pted the office of Vice-

EDDY RUSSELL, of Massachusetts,
ary of the Board of Trustees.

VAINE then offered the following
which were seconded by Gov. AIKEN,
adopted and signed by the gentle-
—

Our countryman and friend GEORGE PEABODY
a letter to the undersigned, made known his
ation, out of a grateful sense of the manifold
with which God has prospered his life, and of an
desire to promote the best interests of his fellow-
ns, to devote a munificent donation of property for
ertain most wise and beneficent uses indicated in said
letter, and has requested us to take in trust the charge
and management of the same; therefore

Resolved, That the undersigned, being the Trustees
assembled in Washington, deeply sensible of the honor
conferred on them by a trust of such eminent importance
and responsibility, and realizing their dependence on the
guidance and blessing of God, to be enabled to discharge

duties with such wisdom and faithfulness as may best
 to the benevolent design of the giver, do hereby accept
 of Trustees of the same, and promise our best
 its behalf.

That we hereby express to Mr. PEABODY our
 appreciation of the enlarged and unprecedented
 which, after having bestowed upon the poor of
 city of London a bounty that drew forth the admiration
 of Europe, and after having exceeded the same, in his recent
 return to his native land, in benefactions to institutions of
 learning and education, in the Middle and Eastern States
 of the Union, has now crowned the whole with this last
 deed of patriotism and loving-kindness, so eminently calcu-
 lated to bind together the several parts of our beloved coun-
 try in the bonds of mutual well-doing and regard.

Resolved, That we express to Mr. PEABODY our respectful
 and affectionate prayer, that, in the gracious providence of
 our Heavenly Father, his valuable life may be long spared
 to witness the success of his benevolent contributions to
 the happiness of his fellow-citizens in all parts of his native
 and beloved land, and that many of those whom God has
 blessed with large possessions may be induced to follow his
 example of wise and noble employment of wealth for the
 good of man and the glory of God.

ROBERT C. WINTHROP.
 CHARLES P. MCILVAINE.
 U. S. GRANT, GEN. U. S. A.
 WILLIAM AIKEN.
 WILLIAM M. EVARTS.
 C. MACALESTER.
 GEORGE W. RIGGS.
 SAMUEL WETMORE.
 GEORGE N. EATON.
 GEO. PEABODY RUSSELL.

On motion of Mr. MACALESTER, it was

Voted, That the Chairman and Bishop McILVAINE be a committee to present the foregoing Resolutions to Mr. PEABODY.

On motion of Bishop McILVAINE, it was

Voted, That a committee of five be appointed by the Chair for Inquiry and Investigation.

The Chairman appointed Bishop McILVAINE, Gov. AIKEN, Mr. EVARTS, Gov. GRAHAM, and Mr. EATON.

On motion of Mr. MACALESTER, it was

Voted, That a committee on Finance of five be appointed by the Chair.

The Chairman appointed Gov. FISH, Mr. MACALESTER, Gov. CLIFFORD, Mr. RIGGS, and Mr. WETMORE.

On motion of Mr. MACALESTER, it was

Voted, That when this meeting adjourn, it be to meet subject to the call of the Chairman.

After prayer by Bishop McILVAINE, the meeting adjourned.

SECOND MEETING OF THE TRUSTEES.

NEW YORK, March 19, 1867.

PURSUANT to the call of the Chairman, the Trustees met at the Fifth Avenue Hotel, in New York, at twelve o'clock M.

Present: Messrs. WINTHROP, FISH, McILVAINE, GRANT, RIVES, AIKEN, GRAHAM, MACALESTER, RIGGS, WETMORE, EATON, RUSSELL.

The Chairman, Hon. Mr. WINTHROP, presiding,

The record of the previous meeting was read by the Secretary; after which the Chairman stated that the name of Admiral D. G. FARRAGUT was on the original list of Trustees proposed by Mr. PEABODY, but that owing to some misapprehension it was omitted in the publication of that list, and that Mr. PEABODY, with the cordial assent of Admiral FARRAGUT, desired that it should now be restored; whereupon, on motion of Hon. W. A. GRAHAM, seconded by Gen. GRANT, it was unanimously

Voted, That the name of Admiral D. G. FARRAGUT, of the United States Navy, be placed on the roll of Trustees, in the order originally intended, and that the Chair appoint a committee to wait upon Admiral FARRAGUT and invite him to join the Trustees at this meeting. Mr. WETMORE was accordingly appointed by the Chair.

Mr. EATON, of the Committee of Inquiry, read a full report of his recent journey through a portion of the Southern States for the purpose of obtaining information of their educational needs and condition.

Letters were read by the Chairman from Mr. Philbrick, of Connecticut, and from President SEARS, of Brown University, upon the proposed objects of the Trust.

Remarks upon the form to be given to the practical workings of the Trust were made by the CHAIRMAN, MESSRS. AIKEN, EATON, GRAHAM, RIVES, GRANT, and others.

On motion of Gov. AIKEN, Mr. RIVES was added to the Committee of Inquiry.

On motion of Mr. MACALESTER, it was

Voted, That Mr. PEABODY be invited to attend the meetings of the Board, and that the Chairman be requested to communicate to him the invitation.

Voted, To adjourn to the next day (20th), at two o'clock P.M.



MARCH 20, 1867.

Pursuant to adjournment, the Board met at two o'clock P.M.

Present: Messrs. WINTHROP, FISH, McILVAINE, GRANT, FARRAGUT, RIVES, CLIFFORD, AIKEN, EVARTS, GRAHAM, MACALESTER, RIGGS, WETMORE, EATON, RUSSELL.

The Chairman presiding.

After the record of the previous day's meeting had been read, the Chairman (Mr. WINTHROP) announced that, in company with Gov. CLIFFORD, he had consulted Mr. PEABODY in regard to the immediate direction of the income of the Fund, and that Mr. PEABODY had expressed his desire that at the outset as much as possible should be done for common school or rudimentary education, and that such measures might be adopted as would, for the present, give such an education to the greatest number of young children.

Gov. FISH, from the Committee on Finance, reported that they had examined the orders on various bankers, given by Mr. PEABODY, and found them to correspond with the list of securities given by him.

On motion of Mr. MACALESTER, it was

Voted, That the orders for stock or securities, given by Mr. PEABODY for the Trust, in favor of Hon. R. C. WINTHROP, be for the present transferred by him to Messrs. FISH, EVARTS, and WETMORE ; and that they have authority, at their discretion, to have all or any of the Coupon Bonds converted into Registered Bonds, and the United States Treasury Notes registered or converted into stock.

On motion of Gov. FISH, it was

Voted, That the subject of Incorporation be referred to Messrs. CLIFFORD, EVARTS, and MACALESTER ; and that, if they shall report it inexpedient to obtain an Act of Incorporation, they report as to the best mode of holding the securities.

Bishop McILVAINE, from the Committee on Investigation and Inquiry, reported the following Resolutions, which were unanimously adopted :—

Resolved, That for the present, the promotion of Primary or Common School Education, by such means or agencies as now exist or may need to be created, be the leading object of the Board in the use of the fund placed at its disposal.

Resolved, That in aid of the above general design, and as promotive of the same, the Board will have in view the furtherance of Normal School Education for the preparation of teachers, as well by the endowment of scholarships in existing Southern institutions as by the establishing of Normal Schools, and the aiding of such Normal Schools as may now be in operation in the Southern and South-western States, including such measures as may be feasible, and as experience shall dictate to be expedient, for the promotion of education in the application of Science to the industrial pursuits of human life.

Resolved, That a General Agent, of the highest qualifications, be appointed by the Board, to whom shall be entrusted, under an Executive Committee, the whole charge of carrying out the designs of Mr. PEABODY in his great gift, under such resolutions and instructions as the Board shall from time to time adopt.

Resolved, That the Rev. Dr. SEARS, President of Brown University, Rhode Island, be appointed the General Agent of the Board, upon such terms as may be arranged with the Finance Committee.

Resolved, That an Executive Committee of five Trustees be appointed by the Chairman at each annual meeting of the Board, to whom shall be entrusted, in connection with the General Agent, the carrying out of such resolutions and plans as the Board shall from time to time adopt.

Resolved, That the next annual meeting of the Board be held in the city of New York, on the third Tuesday in June, 1868 ; and that in the mean time the Chairman be authorized to call meetings at such times and places as the Executive Committee may direct.

All of which is respectfully submitted,

(Signed) CHAS. P. MCILVAINE, *Chairman*.

On motion of Mr. EVARTS, it was

Voted, That this Board will hold a meeting in the city of Richmond, on the third Tuesday of January next.

Voted, To adjourn, to meet at two o'clock P.M. the next day (21st).



MARCH 21, 1867.

Pursuant to adjournment, the Board met at two o'clock P.M.

Present: Messrs. WINTHROP, FISH, MCILVAINE, GRANT, FARRAGUT, CLIFFORD, AIKEN, GRAHAM, MACALESTER, RIGGS, WETMORE, EATON, RUSSELL.

The Chairman presiding,

The minutes of the previous day's meeting having been read, Gov. FISH, from the Committee on Incorporation, reported the following Resolutions: —

Resolved, That Gov. FISH and Mr. EVARTS be authorized and requested to procure from the Legislature of the State of New York an Act of Incorporation, the Trustees to constitute the body of corporators, with power to appoint their

successors, under the name of "The Trustees of the Peabody Education Fund," and with authority to administer the fund according to such by-laws and regulations as may be adopted by the corporation.

Resolved, That, when such Act shall be obtained and accepted, the funds be transferred to the corporation by the committee having them in charge.

Resolved, That a Treasurer be elected who shall be a member of the Board, with authority to make such arrangements, in concurrence with the Finance Committee, for the safe-keeping and disbursements of the income of the Fund, as in their judgment may be deemed expedient.

These Resolutions were unanimously adopted.

The Board thereupon proceeded to the choice of a Treasurer, and SAMUEL WETMORE, Esq., of New York, was unanimously elected.

In accordance with a Resolution adopted the previous day, the Chairman appointed the Executive Committee as follows:—

Rt. Rev. CHAS. P. McILVAINE, of Ohio.

Hon. WM. AIKEN, of South Carolina.

W. M. EVARTS, Esq., of New York.

Hon. WM. A. GRAHAM, of North Carolina.

GEORGE N. EATON, Esq., of Maryland.

On motion of Bishop McILVAINE, it was

Voted, That the Committee on Finance and the Executive Committee be instructed to confer with Rev. Dr. SEARS, now present in this city, in regard to his acceptance of the appointment of General Agent of the Board, and the compensation therefor, and to report at the next day's meeting.

Voted, To adjourn to the next day (22d), at nine o'clock A.M.

MARCH 22, 1867.

Pursuant to adjournment, the Board met at nine o'clock A.M.

Present: Messrs. WINTHROP, FISH, McILVAINE, GRANT, FARRAGUT, RIVES, CLIFFORD, AIKEN, EVARTS, GRAHAM, MACALESTER, RIGGS, WETMORE, EATON, RUSSELL.

The Chairman presiding,

The Committee on Finance, who were instructed to confer with Rev. Dr. SEARS upon the subject of the compensation of the General Agent of the Board, and to fix the same upon terms satisfactory to the parties, if practicable, reported by Gov. FISH:

That they had attended to that duty, and had unanimously agreed with Dr. SEARS, that, upon his acceptance of the office of General Agent, there shall be paid to him a salary of five thousand dollars per annum, together with his personal travelling expenses, and a further sum of one thousand dollars per annum, as a commutation sum for his board bills while engaged in discharging the duties of said office.

The report was accepted and ordered to be entered of record.

On motion of Mr. EATON, it was

Voted, That the Secretary of the Board be *ex officio* Secretary of the Executive Committee.

On motion of Bishop McILVAINE, it was

Voted, That the Chairman of the Board be *ex officio* a member of the Executive Committee.

Voted, That the Treasurer be directed to pay the travelling expenses of the members of the Board.

Mr. EVARTS offered the following Resolution, which was adopted : —

Resolved, That, in the interval before the next meeting of the Board, the Executive Committee have authority to apply of the funds at the disposal of the Board, in addition to so much of the income as may not be needed for the expenses of the Trust, a sum not exceeding \$200,000 of the capital, in such purposes of the Trust as to them shall seem expedient ; and that the Finance Committee be authorized to pay the requisitions of the Executive Committee to that effect.

On motion of Gov. FISH, it was

Voted, That the Finance Committee have authority, from time to time, to sell and dispose of such and so many of the securities of the Trust as shall be necessary to meet any requisitions of the Executive Committee under the foregoing Resolution.

Gov. FISH offered the following Resolution, which was adopted : —

Resolved, That the Finance Committee, in consultation with the Treasurer, have authority to make such regulations as they may deem proper to secure a system of accounts, and to establish the manner in which the requisitions of the Executive Committee shall be presented and become payable.

Mr. MACALESTER offered the following Resolution, which was adopted : —

Resolved, That the Finance Committee be, and they are hereby, instructed, at their discretion, to have the Mississippi Bonds given by Mr. PEABODY brought to this city.

On motion of Bishop McILVAINE, it was

Voted, That an application of P. S. Turnley be specially referred to the Executive Committee.

The Chairman read the following letter from Mr. PEABODY, which was ordered to be entered on the Records of the Trust:—

SECOND LETTER OF MR. PEABODY.

To Hon. ROBERT C. WINTHROP; Hon. HAMILTON FISH;
Rt. Rev. CHARLES P. McILVAINE; General U. S.
GRANT; Admiral D. G. FARRAGUT; Hon. WM. C.
RIVES; Hon. JOHN H. CLIFFORD; Hon. WM. AIKEN;
Hon. W. M. EVARTS; Hon. WM. A. GRAHAM;
CHARLES MACALESTER, Esq.; GEO. W. RIGGS, Esq.;
SAMUEL WETMORE, Esq.; EDWARD A. BRADFORD,
Esq.; GEORGE N. EATON, Esq.; and GEORGE PEABODY
RUSSELL, Esq.

GENTLEMEN: Understanding that a doubt has been expressed in regard to my intentions and instructions on the subject of the distribution of the fund entrusted to your care for the purpose of education in the Southern and South-western States, I desire distinctly to say to you, that my design was to leave an absolute discretion to the Board of Trustees, as to the localities in which the funds should from time to time be expended.

I hope that all the States included in that part of our country which is suffering from the results of the recent

war may, sooner or later, according to their needs, receive more or less of the benefit of the fund.

But it was not my design to bind my Trustees to distribute the benefits of the fund upon any measure or proportion among the States, or to create any claim on the part of any State to any distributive share.

Still less did I design to submit the Trustees, collectively or individually, to any responsibility to those intended to be benefited, or to any individual responsibility of any sort, for the management of the fund committed to them.

I have entire confidence that they will discharge the Trust with wisdom, equity, and fidelity ; and I leave all the details of management to their own discretion.

With great respect, your humble servant,

GEORGE PEABODY.

NEW YORK, March 20, 1867.

On motion of Mr. EVARTS, it was

Voted, That the establishing of By-Laws of the Board, whether corporate or unincorporate, be referred to the members residing in New York.

On motion of Bishop McILVAINE, it was

Voted, That the Secretary be directed to express to John W. Garrett, Esq., President of the Baltimore and Ohio Railroad Company, the thanks of the Board for having furnished to certain members of the Board a free annual pass over that road.

On motion of Gov. FISH, it was

Voted, That an account of the proceedings of the Board, so far as may be suitable to be published, be prepared and published under the direction of the Chairman and Secretary.

The following Resolutions were then offered by Governor AIKEN, and after remarks by Bishop McILVAINE, Hon. WILLIAM C. RIVES, and Governor GRAHAM, by whom they were seconded, were unanimously adopted : —

Resolved, That we tender to our distinguished and noble friend, Mr. PEABODY, our sincere thanks for his munificent hospitality to us during our sittings, while organizing the Board, both in Washington and New York.

Resolved, That we consider our appointments as Trustees of this grand charity as a very high honor, and one which we acknowledge most cordially.

Resolved, That our friend, being about to leave his native land for England, we hope that a kind Providence will take him under its guidance and protection, and return him once more to us. We trust he will then be able to see the fruits of the good work of his great charity and remarkable wisdom.

Resolved, That the Chairman communicate the foregoing Resolutions to Mr. PEABODY after the banquet this evening.

A prayer by Bishop McILVAINE, invoking the Divine blessing upon the work which had thus been entered upon, closed the proceedings of the Trustees, and they adjourned without day.

[A Banquet, in compliment to Gen. GRANT and the other Trustees, was given by Mr. PEABODY in the evening ; at the close of which, Mr. WINTHROP, in behalf of the Board, communicated to him orally the foregoing Resolutions, in presence of a large number of ladies and gentlemen, whom he had invited to partake of the hospitalities of the occasion.]

THIRD MEETING OF THE TRUSTEES.

NEW YORK, May 28, 1867.

PURSUANT to the call of the Chairman, the Trustees met at the Fifth Avenue Hotel, in New York, at ten o'clock A.M.

Present: Messrs. WINTHROP, FISH, FARRAGUT, CLIFFORD, EVARTS, MACALESTER, RIGGS, WETMORE, EATON, RUSSELL.

The Chairman, Hon. ROBERT C. WINTHROP, in the Chair,

The Committee on Incorporation, by Mr. EVARTS, reported, —

That, in conformity to the instructions of the Board, they had applied to the Legislature of the State of New York for an Act of Incorporation; which Act had been granted, as follows: —

AN ACT TO INCORPORATE THE TRUSTEES OF THE
PEABODY EDUCATION FUND.

Whereas, ROBERT C. WINTHROP, of Massachusetts; HAMILTON FISH, of New York; CHARLES P. MCILVAINE, of Ohio; ULYSSES S. GRANT, General of the Army of the United States; DAVID G. FARRAGUT, Admiral of the Navy of the United States; WILLIAM C. RIVES, of Virginia; JOHN H. CLIFFORD, of Massachusetts; WILLIAM AIKEN, of South Carolina; WILLIAM M. EVARTS, of New York; WILLIAM A. GRAHAM, of North Carolina; CHARLES MACALESTER, of Pennsylvania; GEORGE W. RIGGS, of Washington; SAMUEL WETMORE, of New York; EDWARD A. BRADFORD, of

Louisiana ; GEORGE N. EATON, of Maryland ; and GEORGE PEABODY RUSSELL, of Massachusetts, — have, by their memorial, represented to the Legislature of the State of New York, among other things, that GEORGE PEABODY, a citizen of the United States, resident in London, in the Kingdom of Great Britain, did address to them, the said memorialists, a letter under date of Washington, February 7, 1867, of which the following is a copy. (See page 1.)

That upon the receipt of the said letter, so many of the memorialists as were at the time in the city of Washington met together in the said city, on the 8th day of February, 1867, and unanimously adopted the following Resolutions (see page 10), which were afterwards duly communicated to the said GEORGE PEABODY : —

That afterwards the said GEORGE PEABODY addressed to the memorialists another letter, under date of March 20th, 1867, of which the following is a copy. (See page 21.)

That all the memorialists have accepted the trusts and assumed the duties imposed upon them by and under the terms of the said letters.

That the said memorialists have received from the said GEORGE PEABODY the sum of one million of dollars, and the bonds of the State of Mississippi, commonly known as Planters' Bank bonds, amounting in principal and interest to about the further sum of eleven hundred thousand dollars, mentioned in the said letters.

That an Act of Incorporation will greatly facilitate the performance of the duties of the memorialists in the administration of the said Trust.

That they have made choice of the State and City of New York as the place at which the business connected with their various duties can most conveniently and effectively be transacted, and from which their operations in distant parts of the country may be best directed.

And have by the same memorial prayed that an Act of Incorporation may be passed into a law in the terms hereinafter contained.

Now Therefore, For the purpose of administering and rendering effective the wise and benevolent purposes of GEORGE PEABODY, as disclosed in his letters contained in the preamble to this Act, according to the spirit and intent in which he has provided his munificent gift and directed its employment, —

The People of the State of New York represented in Senate and Assembly do enact as follows : —

SECTION I. ROBERT C. WINTHROP, of Massachusetts ; HAMILTON FISH, of New York ; CHARLES P. MCILVAINE, of Ohio ; ULYSSES S. GRANT, General of the Army of the United States ; DAVID G. FARRAGUT, Admiral of the Navy of the United States ; WILLIAM C. RIVES, of Virginia ; JOHN H. CLIFFORD, of Massachusetts ; WILLIAM AIKEN, of South Carolina ; WILLIAM M. EVARTS, of New York ; WILLIAM A. GRAHAM, of North Carolina ; CHARLES MACALESTER, of Pennsylvania ; GEORGE W. RIGGS, of Washington ; SAMUEL WETMORE, of New York ; EDWARD A. BRADFORD, of Louisiana ; GEORGE N. EATON, of Maryland ; and GEORGE PEABODY RUSSELL, of Massachusetts, — are hereby created a body politic and corporate, by the name and title of “THE TRUSTEES OF THE PEABODY EDUCATION FUND,” and by that name shall have perpetual succession ; may sue and be sued, and complain and defend in all courts ; may make and use a common seal, and alter the same at pleasure ; may hold, manage, invest, collect, control, administer, and dispose of the money and bonds given by the said GEORGE PEABODY, in the letters hereinbefore set forth ; may appoint such officers and agents as the business of the Corporation may require, and allow them a suitable

compensation ; and may make by-laws not inconsistent with any existing law for the management of its property, the regulation of its affairs, and the administration of the benevolent and charitable Trust confided to it by the said GEORGE PEABODY as aforesaid.

SECTION 2. ROBERT C. WINTHROP, of Massachusetts, shall be the Chairman, and HAMILTON FISH, of New York, and CHARLES P. MCILVAINE, of Ohio, shall be Vice-Chairmen, of the Corporation. All vacancies in the said offices or among the corporators shall be filled according to the terms of the said letters of the said GEORGE PEABODY.

SECTION 3. The Corporation created by this Act shall be subject to the provisions of Section Four of Title Three of Chapter Eighteen of the first part of the Revised Statutes, and of no other Section of that Title.

SECTION 4. This Act shall take effect immediately.

On motion of Gov. FISH, it was

Resolved, That the Board gratefully acknowledge the promptness, courtesy, and liberality with which the Legislature of the State of New York has acceded to their request for an Act of Incorporation, and hereby unanimously accept the same.

Resolved, That the Secretary be instructed to communicate the foregoing Resolution to the Secretary of State.

The offices of Chairman and Vice-Chairmen being provided for by the terms of the Act, the Board proceeded to the election of Treasurer and Secretary.

Mr. WETMORE, of New York, was elected Treasurer.

Mr. GEORGE PEABODY RUSSELL, of Massachusetts, was elected Secretary.

The Chairman presented the following letter of acceptance by Dr. SEARS of the office of General Agent:—

Hon. Robert C. Winthrop, President of the Trustees of the Peabody Education Fund.

SIR: I hereby signify my acceptance of the office of General Agent, with which the Trustees have honored me. In accepting this high trust, I feel great diffidence in my ability to meet your expectations; and, for any hopes of success I may entertain, must rely very much on the aid and counsel of those whose organ I am to be.

With great respect,

Your obedient servant,

B. SEARS.

PROVIDENCE, March 30, 1867.

On motion of Governor CLIFFORD, it was unanimously

Voted, That the appointment of the General Agent, and of the Executive Committee, and Committee of Finance, and all other acts and doings of the Board, as recorded by the Secretary previous to said Incorporation, be, and the same are, hereby ratified and confirmed as the acts and doings of the Corporation.

On motion of Mr. WETMORE, it was

Voted, That Mr. EVARTS be added to the Committee on Finance.

Gov. FISH, from the Committee on Finance, reported,—

That the whole amount of the bonds given by Mr. PEABODY had been converted into Registered Stock, with the exception of two bonds of such denomination as could not be converted, and was now standing in the names of Messrs. FISH, EVARTS, and WETMORE, in trust for the Trustees of the Peabody Education Fund.

Gov. FISH presented and moved the following Resolutions:—

Resolved, That the Treasurer be authorized to employ a competent book-keeper and clerk, on such terms as he shall deem reasonable, to keep the books and accounts of the Trust, under such directions as the Finance Committee shall from time to time prescribe. Also that the Treasurer be authorized to hire a suitable safe in the N. Y. Stock Exchange Building, or elsewhere, for the deposit of the securities belonging to the Trust.

Resolved, That the Executive Committee, in making requisitions for the money which they may deem proper to apply, under the Resolution adopted March 22d, 1867, or under any other Resolution or order of the Board of Trustees, hereafter to be adopted, be requested to give to the Finance Committee thirty days' notice of the several amounts they may require, and of the time when they shall require the same. That their requisitions be made payable in favor of the General Agent, and in sums not containing any fractions of a thousand dollars.

Resolved, That on the presentation of any requisition of the Executive Committee, made in accordance with the foregoing Resolutions, and within the limit of the sum or sums appropriated by the Board of Trustees, indorsed by any one or more of the members of the Finance Committee, the Treasurer shall place at the disposal of the General Agent the amount of such requisition, in such

manner as the Treasurer shall deem most safe and most convenient.

Resolved, That all sums paid to or placed at the disposal of the General Agent on the requisition of the Executive Committee, be charged to him on the books ; and that he be credited with such amounts as he shall produce vouchers for, duly audited, as hereafter prescribed.

Resolved, That the General Agent be required to certify from time to time, and at least once in every three months, and in such form as the Finance Committee may from time to time prescribe, the amount expended by him for his personal travelling expenses ; and that such certificates be forwarded to the Treasurer, and, when received by him, be a sufficient voucher for the amount expressed therein, as expended by the General Agent for such expenses. And that, in making all other disbursements or payments, the General Agent be required to take duplicate receipts ; one of which (for each payment) shall be forwarded by him, as soon as conveniently may be, to the Executive Committee, to be audited by them as soon as may be ; and when so audited shall be delivered to the Treasurer, who shall then credit the amount thereof to the account of the General Agent.

Resolved, That the Executive Committee be requested to adopt such regulations as they may think proper for the prompt and regular auditing of the receipts and vouchers of the General Agent for all payments and disbursements of money paid or disbursed under their requisitions.

On motion of Mr. MACALESTER, it was

Resolved, That the Finance Committee be, and they are hereby, instructed to forward to Messrs. GEORGE PEABODY & Co., in liquidation, the order of GEORGE PEABODY, Esq.,

for the Mississippi Bonds given to this Trust; requesting them to forward the same to the Hon. HAMILTON FISH and SAMUEL WETMORE, of the city of New York, in such manner as they may deem most safe and prudent.

On motion of Gov. CLIFFORD, it was

Resolved, That the establishing and procuring a Common Seal for the Corporation be referred with full power to the Chairman, Vice-Chairman Gov. FISH, and the Treasurer.

On motion of Gov. FISH, it was

Ordered, That, after such Seal shall have been procured, it shall be kept in charge of the Secretary of the Corporation.

The Chairman laid before the Board the following letters, offering liberal donations of books from Messrs. Appleton & Co., and A. S. Barnes & Co., with the answers which he had returned to each, as follows: —

NO. 443 BROADWAY, March 23.

To the Board of Trustees of the Peabody Education Fund.

GENTLEMEN: Profoundly impressed with the munificent gift of Mr. PEABODY and the untold blessings which it will be the means of diffusing throughout the South and South-west, and having been devoted for many years to the promotion of the educational interests of our country, we cannot refrain from asking your permission to participate in this noblest of all his noble charities.

Munificent as Mr. PEABODY's donation is, we feel that not only will the extensive and desolate field to which it is to be applied require it all, but that the co-operation of

others who sympathize with the great object he has in view may also be desirable.

In furtherance, therefore, of the end proposed by Mr. PEABODY, the providing of educational facilities for destitute districts in the South, we beg to present to your Board 100,000 volumes on branches of elementary instruction: viz., 25,000 copies of Webster's Elementary Speller; 25,000 copies of The Webster Elementary Reader; 25,000 copies of Cornell's First Step in Geography; 20,000 copies of Quackenbos's Primary Arithmetic; 5,000 copies of Quackenbos's First Book in Grammar.

We send you herewith specimen copies of these works, and trust they will be commended to you, not only by their intrinsic merits and adaptation to the work of Primary instruction, but also by the fact that they are the most popular and widely used works on the branches of which they treat, and have been long known and cordially approved by teachers generally.

We solicit your acceptance and distribution of these volumes, and will deliver them to your order as may be needed.

Bidding you God-speed in the great work to which you have been called, we remain, gentlemen, your obedient servants,

D. APPLETON & CO.

FIFTH AVENUE HOTEL,

Saturday Evening, March 23, 1867.

Messrs. D. Appleton & Co.

GENTLEMEN: Your communication of this day, addressed to the Board of Trustees of the Peabody Education Fund, reached me a few hours since, together with the parcel of books to which it referred.

The Trustees adjourned yesterday, after completing their preliminary arrangements, and, unless some unexpected exigency should occur, they will not meet again until January next. In the mean time they have entrusted the great work with which Mr. PEABODY has charged them to their General Agent, under the supervision of an Executive Committee.

I return to Boston on Monday morning, and shall lose no time in laying your communication before the committee; but some weeks,*or even months, may elapse before any formal acknowledgment can be made of your most timely and generous offer. I am unwilling, however, that a day should pass without some expression of my deep sense of the noble spirit of your communication, and of the munificent gift which it announces.

I thank you most sincerely, personally and officially, for this large and liberal contribution to the cause in which we are engaged. A hundred thousand volumes of such publications as you have so promptly placed at our disposal, and of some of which I know the value, cannot fail to furnish the most acceptable and important aid in the prosecution of Mr. PEABODY's designs; and I am sure that I only anticipate the action of the Executive Committee, and of the whole Board of Trustees, in tendering to you, without delay, our grateful and hearty acknowledgments.

Believe me, gentlemen, with great respect,

Your obliged and obedient servant,

ROBERT C. WINTHROP, *Chairman.*

P. S. Since writing the above I have found an opportunity to read your letter to Mr. PEABODY himself, who listened to it with the warmest emotions of gratification and gratitude. He enjoined it upon me to thank you most heartily in his own name for your noble gift.

NEW YORK, April 29, 1867.

To the Board of Trustees of the Peabody Education Fund.

GENTLEMEN: Having been for many years intimately connected with the educational interests of the South, we are desirous of expressing our appreciation of the noble charity which you represent. The Peabody Fund to encourage and aid common schools in these war-desolated States cannot fail of accomplishing a great and good work, the beneficent results of which, as they will be exhibited in the future, not only of the stricken population of the South but of the nation at large, seem almost incalculable.

It is probable that the use of meritorious text-books will prove a most effective agency toward the thorough accomplishment of Mr. PEABODY'S benevolent design. As we publish many which are considered such, we have selected from our list some of the most valuable, and ask the privilege of placing them in your hands for gratuitous distribution, in connection with the fund of which you have charge, among the teachers and in the schools of the destitute South.

Observing that the training of teachers (through the agency of Normal Schools and otherwise) is to be a prominent feature of your undertaking, we offer you for this purpose 5000 volumes of the "Teacher's Library," — a series of professional works designed for the efficient self-education of those who are in their turn to teach others, — as follows:—

500 volumes each of Page's Theory and Practice of Teaching; Welch's Manual of Object Lessons; and Davies's Outlines of Mathematical Science. 250 volumes each of Holbrook's Normal Methods of Teaching; Wells on Graded Schools; Jewell on School Government; Fowle's Teach-

ers' Institute; Bates's Method of Teachers' Institutes; DeTocqueville's American Institutions; Dwight's Higher Christian Education; History of Education; Mansfield on American Education; Mayhew on Universal Education; Northend's Teacher's Assistant; Northend's Teacher and Parent; Root on School Amusements; and Stone's Teacher's Examiner.

In addition to these, we also ask that you will accept 25,000 volumes of school-books for intermediate classes, embracing 5,000 volumes each of the National Second Reader; Davies's Written Arithmetic; Monteith's Second Book in Geography; and Beer's Penmanship. 3,000 volumes Monteith's United States History. 500 volumes each of First Book of Science; Jarvis's Physiology and Health; Peck's Ganot's Natural Philosophy; and Smith & Martin's Book-keeping.

Should your Board consent to undertake the distribution of these volumes, we shall hold ourselves in readiness to pack and ship the same in such quantities and to such points as you may designate.

We further propose that, should you find it advisable to use a greater number of our publications in the prosecution of your plans, we will donate for the benefit of this cause twenty-five per cent of the usual wholesale price of the books needed.

Hoping that our request will meet with your approval, and that we may have the pleasure of contributing in this way to the wants with which we deeply sympathize, we are, gentlemen,

Very respectfully, yours,

A. S. BARNES & CO.

BOSTON, May 7, 1867.

Messrs. A. S. Barnes & Co., Publishers, New York.

GENTLEMEN: Your communication of the 29th ult., addressed to the Trustees of the Peabody Education Fund, has been handed to me by our General Agent, the Rev. Dr. SEARS. I shall take the greatest pleasure in laying it before the Board at their earliest meeting. I am unwilling, however, to postpone its acknowledgment so long, and hasten to assure you of the high value which I place upon your gift. Five thousand volumes of your "Teacher's Library," and twenty-five thousand volumes of "School Books for Intermediate Classes," make up a most munificent contribution to the cause of Southern education in which we are engaged. In connection with the noble gift of the Messrs. Appleton & Co., they will go far towards supplying the immediate demand for publications of this character, and will furnish an example which will not be forgotten as our work advances. Dr. SEARS is well acquainted with the books you have so generously offered us, and unites with me in the highest appreciation of the gift. You will be glad to know, too, that your letter reached us in season to be communicated to Mr. PEABODY before he embarked for England on the 1st instant, and that he expressed the greatest gratification on hearing what you had offered.

Believe me, gentlemen,

With the highest respect and regard,

Your obliged and obedient servant,

ROBERT C. WINTHROP, *Chairman.*

The General Agent also announced very liberal offers from Messrs. Cowperthwait & Co., of Philadelphia, and Sheldon & Co., of New York.

Whereupon it was

Voted, That the thanks and grateful acknowledgment of the Board be, and are hereby, presented to Messrs. Appleton & Co., A. S. Barnes & Co., Sheldon & Co., and Cowperthwait & Co., and that the Secretary be instructed to communicate the same to these firms respectively.

Voted, To adjourn to the third Tuesday of January, 1868, at Richmond, unless sooner called to meet by the Chair or Executive Committee.

FOURTH MEETING OF THE TRUSTEES.

RICHMOND, Jan. 21, 1868.

THE Board met at the Spottswood House in Richmond, at twelve o'clock M.

Present: Hon. HAMILTON FISH, of New York; Rt. Rev. CHARLES P. MCILVAINE, of Ohio; Gen. U. S. GRANT, of the United States Army; Hon. JOHN H. CLIFFORD, of Massachusetts; Hon. WILLIAM AIKEN, of South Carolina; Hon. WILLIAM A. GRAHAM, of North Carolina; GEORGE W. RIGGS, Esq., of Washington; SAMUEL WETMORE, Esq., of New York; GEORGE N. EATON, Esq., of Maryland; GEORGE PEABODY RUSSELL, Esq., of Massachusetts; and B. SEARS, D.D., of Virginia, the General Agent.

Gov. FISH in the Chair (the Chairman, Hon. ROBERT C. WINTHROP, being absent in Europe),

The Treasurer, Mr. WETMORE, presented his Report, which, on motion of Gov. GRAHAM, was accepted.

The General Agent, Rev. Dr. SEARS, presented and read his Report, which was considered, and, on motion of Gov. CLIFFORD, was accepted.

REPORT OF DR. SEARS.

To the Trustees of the Peabody Education Fund.

GENTLEMEN: In giving an account of my work, as your General Agent, during the nine or ten months in which I have been engaged in your service, I shall be

obliged to speak more frequently of the commencement of a system of operations than of the completion of any of its parts. The field to be surveyed was wide and varied; the enterprise was, in many of its features, entirely new; the most perplexing questions to be disentangled and settled were to be encountered at the very beginning. Even before I had formally accepted the appointment with which you had honored me, a mass of letters of the most diverse character, and proposing widely divergent plans of action, was put into my hands to be answered at my discretion. For about three months, I gave all the time at my command to the study of these various plans; to consultation with intelligent men, both North and South; to writing courteous replies to those numerous applications which could not be favorably entertained (from Charitable Associations and Institutions, from Colleges, Academies, Schools of Science, Orphan Asylums, and private schools, and from an endless variety of individuals), and to carrying on a more protracted correspondence with those gentlemen in all parts of the country who had a better comprehension of the character of our work, of the nature and magnitude of the difficulties to be overcome, and of the great principles which alone can safely guide our course. It very soon appeared that the minds of men most competent to form a judgment on these subjects tended to the same point,—that of adopting a comprehensive plan for the general improvement of the schools, rather than of doling out charitable aid to all who are in want of the means of education. The great danger to be avoided, it was said, is that of yielding to the importunity of selfish individuals or corporations, who care less for the public good than for the advancement of their own interests, or who, in their zeal for their own cause, are blinded to the larger and juster claims of society in general. There is more fear that we

shall make mistakes from over-hasty action than that the permanent interests of society will suffer from taking time to obtain correct and exhaustive information, and to mature our plans with careful and cautious deliberation. I will here only add that all my experience during the year has confirmed the justness of this view. I have had no occasion to regret an over-cautious course ; but have in several instances discovered the deceptive nature of the representations made to me, just in time to save myself from a mortifying blunder ; and in some cases have been obliged to withdraw assurances or encouragement given under circumstances which seemed to preclude the possibility of mistake, but which really concealed half of the facts from my view, and set forth the remainder in too favorable a light.

The general information obtained, by means of the correspondence last mentioned, prepared the way beyond expectation for commencing the work of exploration.

My first visit to the South for the purpose of ascertaining the condition and prospects of education among the people was made in the months of July and August last. I directed my steps to Virginia, and repaired at once to the residence of our friend and coadjutor, the Hon. WILLIAM C. RIVES, who generously rendered me all the aid that I needed, and introduced me, under the most favorable circumstances, to the public men of his State. It is but a simple act of justice to say that my reception in Virginia, through his agency, not only rendered my visit agreeable and successful in a high degree, but gave a tone to public sentiment in respect to the value of our enterprise at the very beginning which has been of great service to us in the other States which I subsequently visited.

I was fortunate in being present at two general meetings which brought together influential men from all parts of

the State, and gave me an opportunity of forming most valuable acquaintances, and of obtaining much information. The first was a meeting held at White Sulphur Springs in the interest of the Chesapeake & Ohio Railroad, which was attended by delegates representing the wealth of the different counties. The second was the annual meeting of the Educational Association of Virginia, held in Lynchburg. The officers of the Virginia University, and of the Colleges, Academies, and other schools of the State belong to this Association. I was invited to address this highly respectable body of teachers on the subject of popular education in general, and the object of my mission in particular, and to participate in the deliberations of the Association, with which invitation I readily complied. At this meeting my fears of some opposition to a system of public schools for the benefit of all classes of society were dissipated. An able report in favor of "A Department of Public Instruction in connection with the State Government" was presented by Prof. J. B. Minor, of the University of Virginia, and adopted by a unanimous vote; and a committee was appointed to prepare a memorial to the General Assembly of Virginia in consonance with the views expressed in the report.

In Virginia, as in some other States, the majority of the most prominent men "are of opinion that it would be the wisest and most effective disposition of the fund to employ it in preparing primary teachers for the performance of their functions, rather than in the bestowal of primary instruction itself upon pupils."

From Lynchburg I proceeded to visit the more important places in the South-western part of Virginia. The result of my observations is the conviction that the education given in the Colleges, Academies, and other higher institutions of learning in Virginia is such as to supply the wealthy

classes very liberally with the means of knowledge ; but that the provision for primary education is very defective, and, in many places, cannot be said to exist at all. The greatest evil is, that all these schools are supported by tuition-fees, and are, and must ever remain, destitute of nearly all the arrangements and conveniences necessary to success. To render aid to this class of schools in Virginia, so as to admit the poor to their advantages, would require all the funds placed at our disposal, and would only serve to perpetuate a system that should no longer exist.

I have the testimony of men who have been County Superintendents of schools, and of the teachers themselves, that, in too many instances, the money paid for the poor children in these schools is nearly thrown away, and that the schools themselves are rather repulsive than inviting to pupils.

I have not yet been able to find a single place in the rural districts where public schools could be maintained with the amount of aid which we can render. Where the people are poor, we are expected to give from \$300 to \$500 for single schools of thirty or forty pupils. There are several large towns and cities which are only waiting for the establishment of some permanent State Government to make the attempt to introduce a system of free schools. They prefer not to act at present, but to wait a little longer, so as to be sure that their enterprise shall rest upon some solid, legal foundation. Meanwhile, the work of preparing teachers may be going successfully on.

In the month of September, I removed from Providence and took up my residence in Staunton, Va., in order to be in the field of my labors. Some little time was required to effect the change, and to dispose of the correspondence which accumulated rapidly during this period.

In November, I made a journey to Tennessee, having

been invited by the Superintendent of Public Schools to visit Nashville, for the purpose of conferring with members of the Legislature, and of meeting with the Teachers' Association of the State. During the meetings, I was requested to address the Association and the members of the General Assembly on the subject of the organization of a State system of education. I had the opportunity of frequent conference with the State Superintendent, and with the newly appointed County Superintendents, and was repeatedly assured by them and others that the service rendered by such visits was as valuable to the public as the pecuniary assistance given to the schools. The opinion seemed to prevail, that the greatest immediate want is a proper supply of competent teachers ; and that, for the present, the money given for education should be given in aid of Normal Schools. It is proposed to establish by law one or more State Normal Schools, with the understanding that the State shall receive some aid from the Peabody Fund. It was intimated to them that \$1,000 would be given towards the support of pupils in each State Normal School. This general encouragement is, I have been informed, effecting at the present moment a greater amount of good in the way of a persuasive than would be effected by any grant to existing institutions. Most of the numerous Colleges and Academies of the State, both male and female, have made application to be adopted by the Trustees as their Normal Schools. The spirit of rivalry in these different institutions ; the general eagerness, not only for the aid, but for the influence, of the Peabody Fund ; the ecclesiastical, if not sectarian, character of most of these schools, — would render the selection of any of them very distasteful to all the friends of the rest. The adoption of them all would, for any practical purpose, be a mere nullity. It was, therefore, thought advisable to leave this whole question with the

Legislature, with an intimation that we should be likely to patronize any Normal School or Schools that the State should establish. In so doing, we secure the co-operation of all parties, and all seem willing to abide by the result of legislative enactment, whatever it shall be. Meanwhile, some arrangements have been partially made with a few cities for the establishment of public free schools with the promise of aid on the usual conditions. A little time will develop some settled policy in respect to the schools of the State, and the labors and explorations of the new County Superintendents will soon furnish information which may safely guide our action. Men who are in the best position to judge rightly, advise inactivity on our part for a short time, till the results of our overtures can be seen. The best Normal School for colored teachers that I have seen, in or near Tennessee, is the Fisk University at Nashville. I have, therefore, thought it proper to withhold the amount (\$500) which the Executive Committee had authorized me to give to the Normal School at Berea, Kentucky, and to recommend the transfer of that appropriation to the Fisk University. The Principal of that school is an experienced educator, and thoroughly understands the work of Normal instruction. It will probably be advisable for us to concentrate our efforts on a few such schools rather than aid a larger number of inferior schools.

I pass over the further details of the places I visited in Tennessee, and of the interviews I had with many parties representing the interests of education, and proceed to give an account of my visit into East Tennessee, Georgia, South Carolina, and North Carolina. I visited at this time those institutions in Virginia which lay on my route, and which I had passed by on my former tours. I had two general meetings principally in view in this journey, — the meeting of the Teachers and County Superintendents of East Ten-

nessee, held in Knoxville ; and the annual meeting of the Teachers' Association of Georgia, in Macon. I attended both by special request, and was received with the utmost cordiality. In Knoxville, a gentleman of wealth and of high position in society not only made me his guest but threw open his house to receive the men of public influence whom he invited to visit me, and among them were the presidents of some four or five Tennessee railroads, who all offered me free passes over their roads. I delivered an address the second evening of the meetings to a very intelligent audience, and the next day several professional gentlemen, and judges of courts among others, committed themselves publicly to the system which I advocated ; and the wealthiest men in the city invited the taxation of their property for the support of public schools. The gentlemen who came in from the adjoining counties, mostly public officers, were in hearty sympathy with their friends in Knoxville. I visited Chattanooga, the Educational Institutions of Lookout Mountain, Rome, Atlanta, and Macon, at which last place the Teachers' Association of Georgia, before mentioned, was holding its meeting. The spirit of the teachers assembled here was very much like that of the Virginia teachers at Lynchburg, and the course of action in reference to the Peabody Fund was nearly the same. I addressed the meeting as at other places. The subject of Public Schools was made the topic of a report and extended discussions ; and a committee was appointed to prepare a plan of public instruction, and to recommend it to the next Legislature of Georgia. The difficulties arising from the sparse population of the greater part of the State were considered at length, and will receive particular attention from the committee appointed to draft the new system.

I furthermore visited La Grange, Columbus, Augusta, and Savannah ; whence I proceeded to Charleston, and

from Charleston through Charlotte, Salisbury, Greensboro', and Hillsboro' to Richmond, and thence home.

Having given this sketch of my journeys, I now advance a step further, and give a more particular account of what has been accomplished for schools in the various places which I visited. By authority of the Executive Committee, I made arrangements for rendering aid wherever certain conditions are fulfilled by those making application. For example : To give \$1,000 for public schools, if it is necessary, wherever provision shall be made for educating all the children of the place, the number not being less than 700, and the expense not less than \$4,000, and a corresponding amount for any considerable portion of this number of children and of this amount expended for the schools,—\$1,000 being the maximum for any one city. Arrangements were nearly completed for giving Lynchburg \$1,000 and Wytheville \$500 on these conditions ; but the persons having these interests in charge preferred to wait till they could know what the school laws of Virginia are to be before making the effort. In the mean time, private schools will be relied on for educating those who are able to pay for their tuition.

At Knoxville, provision will undoubtedly be made for fulfilling all these conditions, and receiving the maximum amount. At Nashville, there is already a system of public schools with excellent houses, and all the improved means of education. The people of that city only ask aid for a State Normal School. In Cleveland and Chattanooga, there is a good prospect of opening free schools for three or four hundred children in each place, and of raising \$1,500, to be supplemented by \$500 from the Peabody Fund. In Rome, I met the Mayor and Council, and other gentlemen, and explained to them our plans, which were heartily approved. They are now paying about \$8,000 for private schools.

They voted to raise by tax \$3,000 more, and to admit all the children in town not now in school, and to convert the private schools into public ones as soon as circumstances will permit, with the understanding that they receive \$1,000 from the Peabody Fund.

In La Grange, I met the Mayor and Council for a similar purpose. The city has adopted the Female College, which has large primary and intermediate departments, and will make it free to all the girls in town not now in the school and paying tuition. They will do the same with the corresponding school for boys. These are graded schools, with an ample corps of teachers, and are in most respects just what would be desired. One of the schools was founded by the Methodist Conference; but from the time of the new arrangement made, not long since, with the city, both the Principal and the majority of the teachers have been of other Christian denominations. The other school is supported by a general subscription, and is equally satisfactory to all parties. A system of schools absolutely free will be introduced as soon as may be. The number of children of a school-going age is about 700, and the present annual expense of the schools not far from \$7,000. I addressed the following note to the Mayor and Council: "Should you find it expedient to make an arrangement with the schools of this place for admitting, free of charge, all the children not now in the schools for one year, the Trustees of the Peabody Education Fund will contribute towards that object \$1,000," which offer was formally accepted by them. In Columbus, I saw the School Commissioners, and learned that they have the only public free schools in Georgia, except those of Savannah. They had previously appointed a Superintendent, and sent him to New York, Boston, Hartford, and other places, to make himself familiar with the most approved methods of instruction. A few citizens purchased for

\$10,000 a house, and presented it to the city. Two others will soon be ready for use. The annual expense of that part of the system which is in operation is about \$6,000. The number of pupils now provided for is 400, and will be 800 when the other school-houses shall be put in order. The Superintendent has a normal class every Saturday. Such an example of foresight and public spirit, and such a model of graded schools, with the best kind of furniture and means of illustration, are a greater power in Georgia than many unattractive, inefficient pauper schools. The one lifts up into respectability, while the other depresses, the education of the people. Since this increased expenditure has been incurred, Columbus has experienced a financial prostration, which makes the collection of taxes impossible, and there is imminent danger of the failure of the whole scheme. The Commissioners spent much time in urging me to make some exception in their case, and to make them an appropriation of \$1,000 a year for two years, and give them the benefit of it the first year. This would save them from a disaster from which they would not be likely soon to recover. Sympathizing with them entirely, I promised to represent their case to the Trustees, and to urge their petition, but could give assurance of only \$1,000.

In Atlanta, I made a proposition similar to that made in other places. The Mayor and two of the Council said they would present it to the Board at its next meeting, with a recommendation of its acceptance; and a legal friend of mine, to whom I had explained very fully the views of the Trustees, was requested by the Mayor to attend the meeting of the Council, and to aid them in their deliberations. The result is not yet known. I was requested to repeat my visit to Macon, as my first visit was at an inconvenient time.

In Augusta, I found there was a total want of system and economy in the management of the schools. The people

are paying for the public schools, so-called, besides what they pay ten private schools, \$12,000, and are accomplishing less than would be effected with \$9,000 judiciously applied. There is one endowed free school under the control of the city authorities. There are three free county schools in the charge of another Board, and several small free schools receiving support without supervision. The teacher, in these last, without any proper examination, is licensed to teach, provided he can obtain any pupils, and then, at the end of the term, on taking oath that his report is correct, he receives from the County Treasury seven cents a day for each pupil, deducting that amount for every day's absence. The philosophy of this extraordinary procedure is said to lie in the motive which the teacher is supposed to have for keeping up a good attendance. The actual effect is to legalize absenteeism, and break up all order in the classes, and to make the teacher curry the favor of his pupils at the expense of good discipline. Of course, none of these schools are graded. In the larger schools, a male teacher, on high salary, spends much of his time in teaching children, whom a young lady, at one-third of the expense, might teach much better. If all these schools could be brought into one general system, they would afford a fine opportunity for classifying, first, the schools themselves, and then, the pupils in each. As it now is, it often happens that the pupils are taught one by one, where many could be taught together in the same time, and with much greater interest. In the former case, twenty individuals of different attainments may stand up in a class, and nineteen of them may be listless and unoccupied while one is reciting. In the latter, the minds of all the class act at the same moment, and some one is then called on to give the result, to be corrected, if need be, by others. This is a truism in education, but it illustrates the case in hand. I have, therefore, departed

from my usual plan, and promised \$1,000, on condition that the endowed free school, and the other three public schools, which have room enough to accommodate all the children of Augusta (about 1,000 in number), be, by an agreement between the two committees, put under the charge of a Superintendent who shall properly classify and arrange these schools, and bring them all into one graded system. The proposition was accepted by a committee of the leading citizens of the place. This plan will tend to systematize and to strengthen the good schools, and to extinguish the poor ones.

In Savannah, I met the School Commissioners by appointment. They are paying \$15,000 for current school expenses. There is great danger that their excellent school system will break down for want of pecuniary support. No less than \$4,000 of the county school tax remains unpaid, and cannot be collected. The Commissioners are liable to have their expenses cut down, under the heavy pecuniary burdens which the city is bearing. Under these circumstances, I addressed this note to the Commissioners: "Gentlemen: After hearing from you a statement of what you are now doing for the education of the children of Savannah, by means of free public schools, and of the pecuniary embarrassment which threatens the prosperity, if not the existence of these schools, I am prepared to say, in behalf of the Trustees of the Peabody Education Fund, that they will pay \$1,000 towards the current expenses of the present scholastic year, on condition that this amount shall, at an early period after the expiration of the year, be expended in making larger provisions for instruction in primary schools, aiming at the removal of this defect in your otherwise excellent system of instruction."

I may here add that there has been a good graded system of intermediate, grammar, and high schools, with very

inadequate provision for primary schools; that the city employs a skilful Superintendent who instructs a normal class every Saturday, and that no means of improving the schools are overlooked.

It is a matter of deep regret that, in my visit to Charleston, I was deprived of the counsel and aid of Governor AIKEN, who was unfortunately absent all the time I was there. I called on the Hon. C. G. Meminger, President, and Mr. Grimke, Secretary of the School Board, and learned that there are about 3,000 white children in Charleston, and that about two-thirds of that number are in the public schools. The available school tax of the city is about \$20,000. It no longer draws, as formerly, \$4,000 from the State. The school edifices are excellent, and the schools admirably conducted. There are about 4,000 colored children, 2,500 of whom are in schools supported by Northern Societies. Though the city has given to the colored children its best school-house, capable of accommodating 1,000 pupils, not more than 500 attend. The other colored schools seem to be more popular with them. It cannot be said that they are in want of the means of education. The Normal School, which was once the pride of the city, has been suspended.

Agreeing entirely in opinion with Messrs. Meminger and Grimke, and being assured by the former that Governor AIKEN entertained the same view, I left a note with the Secretary to be shown to him, and, if approved by him, to be given to the School Board. The substance of it is, that the Trustees will pay \$1,000 for the current year, on condition that a class, or classes, be formed for the instruction of teachers in the Normal School. It was understood that more primary schools would be opened, as soon as the funds at the disposal of the Commissioners would allow.

It may not be amiss here to state that, in all the cities

just named, there is a strong conviction that our object would be more surely and more speedily attained, if we were to double our donations, and give them to half the number of places. This conviction is shared very widely by men of great reputation for wisdom and judgment in matters of education.

In Salisbury, N. C., an arrangement was nearly completed for aiding the people to the amount of \$500. At Hillsboro', I had again the misfortune to fail of the principal object of my visit. Governor GRAHAM was, at that time, in New York. This circumstance, together with the shortness of the time which remained before the meeting of the Trustees, induced me to postpone my visit to other towns and cities in this part of the State. I was unwilling to act in the absence of the Trustee, who is best acquainted with the educational wants of North Carolina, and for whose personal influence there can be no substitute; and I am sure the Board will approve of my decision.

In regard to the preparation of teachers in Normal Schools, I have already spoken of what has been done in Tennessee. In Virginia, provision has been made by me for the training of twenty teachers in the Richmond Normal School, at an expense of \$1,000; for ten or more female teachers in the Hollin's Institute, at an expense of \$500; for ten at Emory & Henry College, at an expense of \$500. In Louisiana, arrangements are made for a class of ten or more Normal pupils in the Plaquemine Academy, at an expense of \$500; and the way is prepared for a similar arrangement in two other institutions. In Georgia, several propositions for Normal Departments have been made by different Colleges and Academies, but none accepted. What was said of Tennessee is applicable, with some modifications, to this State. It is deemed expedient to wait for some legislative action on the subject.

In North Carolina, also, favorable offers have been made by private institutions, particularly in the western part of the State. Similar offers have been made by the States of Alabama and Mississippi ; but the fear that any arrangement I should make with private Academies would only place obstacles in the way of establishing State Normal Schools, by strengthening opposing interests, has deterred me from acting without consultation with the State Superintendents, and other public officers. A little indiscretion on my part, in such matters, might seriously embarrass the friends of education in any contemplated legislation. I would remark in this connection, that, in my judgment, our best policy will be to act as far as possible in conjunction with the State authorities, rather than with individuals and private corporations. They carry with them much power and general influence. They represent the whole people. They are regularly appointed, and are held to a strict accountability by their constituents. They protect us from the charge of favoritism, and from the liability of being overreached by interested parties ; and, finally, they render us efficient, gratuitous service, and relieve us of much labor and perplexity. It is well known that all State, County, and City Superintendents, and other officers associated with them, stand ready to act as our agents, and co-operate with us. It is obviously through them that we can exert the greatest influence upon legislative bodies, and upon the public generally. The tendency of such a measure will be to stimulate a governmental interest as well as a popular one in the great cause which we have so much at heart.

In respect to schools for the colored population, I remark that, in many of the cities aided by us, provision is made, or is to be made, for the children of both races. In nearly all of them there are schools, specially designed for colored children, supported by Northern Societies. In some of the

States, as in Georgia, where forty or fifty county associations have been formed by the negroes themselves, for the establishment of schools for their own children, which look to us for aid, the subject of an equal provision for the education of both races is now so occupying the public attention, that the safer course seems to be to await the result of State legislation, and not to attempt to inaugurate a system of our own, while the people themselves are so undecided. It would, no doubt, be better to accept the invitation so often given by the law-makers themselves to make suggestions to them in respect to legislation in school matters than to undertake to set up at present any new schools on so precarious a foundation. For these, and other similar reasons, less has been accomplished during the past year for the colored population than for the white, though their wants have been equally the subject of diligent inquiry and anxious thought.

More difficulties than were anticipated have presented themselves in respect to the distribution of books. Most of the applications made are from private schools and from distant localities, and there has not been sufficient time to inquire into the merits of each. It would be a great mistake to judge of the necessities of schools by the number or urgency of their petitions for aid. The least worthy are often the most clamorous. Moreover, as the books are to become the property of the schools to which they are given, there may be injustice as well as indiscretion in giving them to the proprietors of private establishments except where no good public schools exist. Nor should it be forgotten that the number of volumes to be distributed is so small in comparison with the number of persons to be supplied, that an economical disposal of them is indispensable. A single district, in which there were 800 pupils, made a request for 6,000 volumes. How many districts would

130,000 volumes supply, if distributed at that rate? We need to use great discretion in selecting schools to receive these donations, in order to secure the greatest benefit, and to limit ourselves to cases in which the most urgent necessity and the general good are combined. Even then, our aid must be restricted to a given number of copies of a single text-book, otherwise our store will be exhausted before one State is supplied.

The public schools which are to receive assistance from us have become so recently known to your Agent, that he has not had sufficient time to ascertain satisfactorily in what proportion books should be distributed to each. The greater part of the field before us still remains unexplored ; but a beginning can very soon be made, after which the work can proceed more rapidly. A great obstacle in the way is the expense of sending books such long distances by express. Where there are no unappropriated funds, and no more can be procured, even small expenses are paid with difficulty. Unless the express companies will consent to carry packages free of charge, or to reduce their rates, which in the South are very high, it will be necessary to establish depots in two or three Southern cities, from which schools can be easily supplied. As soon as a few such questions shall be determined, a printed form of orders and receipts can be prepared, and the work can be carried on systematically and without further delay. My intention was to commence the work at an earlier period ; but, when I came to take it in hand, I found the way was not sufficiently prepared. Nearly every request for books came in such a way as would, if complied with, have caused great irregularities. Men asked for books to be delivered to them, to be dealt out with a liberal hand at their own discretion. Each one had in mind a plan peculiar to himself. Nothing but disorder would have resulted from a compliance with

such heterogeneous requests. Among others was an application from one of the publishers to be permitted to vary the selection of the books, and to distribute them himself, and credit them to his account. I replied that I would with pleasure present any petition to that effect at the next meeting of the Trustees, but that I had no authority myself to give the permission he desired. I furthermore said that the distribution, for which we are held responsible, "must be governed by one invariable principle, or we shall have endless difficulties, and that I was not at liberty to deviate from my instructions."

Mr. John E. Amos, of Georgia, was employed as assistant agent a part of the year, with a compensation of \$100; and the Hon. H. Hubbard, of New Hampshire, performed gratuitous service while on a tour through several of the Southern States; and the reports of their explorations are herewith presented. To sum up my suggestions, and present them all under one view, I would recommend,

1. That in promoting "Primary or Common School Education," we confine ourselves, as far as possible, to Public Schools.

2. Instead of supporting small schools in the country, or helping to support them by paying the tuition for poor children, we limit ourselves to rendering aid to schools where large numbers can be gathered, and where a model system of schools can be organized.

3. That, other things being equal, we give the preference to places which will, by their example, exert the widest influence upon the surrounding country.

4. That we aim at the power and efficacy of a limited number of such schools in a given locality rather than at the multiplication of schools languishing for want of sufficient support.

5. That we make efforts in all suitable ways to improve

State systems of education, to act through their organs, and to make use of their machinery wherever they are proffered us.

6. That we use our influence in favor of State Normal Schools, on account of their superior excellence over Normal Departments in Colleges and Academies, which will be overshadowed by the literary and scientific departments, and fail to win the regards and excite the enthusiasm of students or the interest of the general public.

7. That we give special attention to the training of female teachers for Primary Schools, rather than to the general culture of young men in Colleges, who will be likely to teach in the higher schools for the benefit of the few.

8. That, in the preparation of colored teachers, we encourage their attendance at regular Normal Schools, and, only in exceptional cases, at other schools which attempt to give normal instruction.

9. That we favor the appointment and support of State Superintendents, the formation of State Associations of teachers, and the publication of periodicals for the improvement of teachers, and, where it shall be necessary, contribute moderate amounts in aid of these objects.

B. SEARS, *General Agent*.

STAUNTON, VA., January 20, 1868.

On motion of Gov. AIKEN, the Board adjourned, to meet at ten o'clock the next morning (22d).

JANUARY 22, 1868.

Pursuant to adjournment, the Board met at ten A.M.

Present: Messrs. FISH, McILVAINE, GRANT, CLIFFORD, AIKEN, GRAHAM, RIGGS, WETMORE, EATON, and RUSSELL, and the General Agent, Dr. SEARS.

Gov. FISH, in the Chair, presented a communication received by him from the Constitutional Convention then sitting in Richmond, inviting the Board to visit that body;

Whereon it was ordered,

That the Chair return answer, signifying that it will be inconvenient for the Board to accept the invitation, but that the General Agent, after the adjournment of the Board, will confer with the Convention on the subject of public education, and if an opportunity is offered will address them.

The following Resolutions, offered by Gen. GRANT, were unanimously adopted: —

Resolved, That, in view of the present destitution prevailing in the Southern and South-western States, it is, in the opinion of this Board, expedient that the Executive Committee and the General Agent be authorized, in conformity with the provision granted by Mr. PEABODY, to expend forty per cent of the principal of the Fund, in addition to the accrued interest; and that as large a portion of said sum, not exceeding two hundred thousand dollars, be expended, during the current year, as in their judgment can be advantageously used in promoting the objects of the Trust; and

the authority of the Board is hereby given to that appropriation.

Resolved, That, where promises of aid from the fund have been, or may hereafter be made, by the General Agent, to Normal Schools and other educational enterprises, he be authorized to increase the amount of such aid at his discretion, not to exceed, however, double the amount heretofore promised in any instance ; and that all payments may be made quarterly or semi-annually in advance, as in his judgment may be deemed expedient.

On motion of Gov. CLIFFORD, it was

Voted, That the General Agent be requested to communicate the thanks of this Board to the presidents of the several railway companies who have gratuitously furnished him with free passes over their respective roads while engaged in the service of the Board ; and that he be further requested to ascertain if the co-operation of the express companies can be secured, for the transportation of the books which have been generously given by the publishing houses of New York and Philadelphia, in aid of the objects of the Peabody Education Fund, and other express matter designed to carry out the purposes of this Trust.

Voted, That the General Agent be authorized to employ such clerical assistance as he may find necessary, at an expenditure not exceeding four hundred dollars per annum.

Voted, That each member of the Board be notified by the Secretary of the time and place of all future meetings of the Board, except such as are called specially by the Chairman or by the Executive Committee, not less than twenty days previous to the meeting, and that immediate replies be sent to the Secretary to enable him to make the necessary arrangements for such meetings.

On motion of Gov. GRAHAM, it was

Resolved, That the first Vice-Chairman be added to the Executive Committee, and that any three members of this Committee shall constitute a quorum for the transaction of business, without notice to other members, when the Chairman of the Committee or of this Board shall find it inconvenient to give general notice.

On motion of Gov. CLIFFORD, it was

Voted, That the Report of the General Agent be privately printed (not exceeding one hundred copies), under the direction of the Secretary, for the exclusive use of the Board.

On motion of Mr. RIGGS, it was

Voted, That the Chairman be instructed to forward a copy of the Resolutions and invitation of the Constitutional Convention to Mr. PEABODY.

On motion of Gov. GRAHAM, it was

Resolved, That a copy of the proceedings of this meeting, signed by the Chairman and Secretary, be transmitted to Mr. PEABODY, with the respects of the Board.

On motion of Mr. MACALESTER, it was then

Voted, To adjourn, without day.

[Agreeably to the invitation of the Constitutional Convention of the State of Virginia, then assembled in Richmond, the General Agent of the Trustees (Rev. Dr. SEARS), on the day following the adjournment of the Board (the 23d of January), addressed the Convention on the subject of Education, as follows:]

ADDRESS OF DR. SEARS.

MR. PRESIDENT AND GENTLEMEN: I was delegated by the Trustees of the Peabody Education Fund to represent them before this body. It was a matter of regret that their engagements were such as not to allow them to accept the invitation which you tendered them, and visit you in person. I was, therefore, requested to appear before you in their behalf, and to assure you, in their name, of the profound interest they feel in the subjects that are now engaging your attention, and to express to you their pleasure at the gratitude evinced by you towards the munificent donor of the fund for the education of the Southern States. Your communication will be addressed to him personally, and will reach him at his residence in London.

I suppose, from the position which I have the honor to occupy, it may be expected, both on your part and on the part of those whom I represent, that I should say a few words on that subject with which the Trustees are chiefly concerned, which lies nearest my heart, and which, I am sure, interests every member of this Convention; viz., the universal education of the people.

Inquiries have often been made as to the objects of the fund. Our answer is simple, but comprehensive, and may be summed up in these words: "Free schools for the whole people,"—neither more nor less. We have nothing in view but what is comprised in this. Whatever else may

be done, whatever agencies may be employed, all will be in strict subserviency to the accomplishment of this one grand result,—the encouragement of universal education among the people of these States.

I need not explain to you what I so often have occasion to explain to others, why it is that we select the promotion of popular education as the object of all our efforts. There are good and substantial reasons for passing by the numerous Colleges, Academies, and other higher schools of learning, and concentrating our contributions and labors on elementary schools. We could not do any thing effectually if we were to attempt to aid all kinds of schools. The disparity between our means and the end in view would be too great. The Colleges alone would need all our income if they were to be materially benefited. The Academies would need as much more. What would become of the two millions of children for whom our fund was designed? Four hundred thousand dollars a year, distributed among two-thirds of this number, would give them only thirty cents apiece. It is obviously better to select some one part of the great system of education, and bring out some decisive results, than to scatter our efforts like the dew, to vanish and leave no trace behind. Colleges and other schools of learning are important. They are indispensable. But provision will assuredly, in one way or another, be made for them. If their number should be diminished, it would be no great evil. They are too numerous to be well supported. But, whether well supported or not, they can never of themselves reach the great mass of the population. It often happens that the poorest schools for the common people, and the fewest, are found in the near vicinity of Colleges. Latin schools may abound. The sons of the rich may be well fitted for college, but the children of the poorer classes grow up in the grossest igno-

rance. Teachers of academic tastes and habits will not descend to the wants of the ignorant masses of the people. They generally place their tuition so high as to exclude the children of the poor. Useful as Colleges are, — and no one holds them in higher estimation than myself, — we cannot depend on them as the means of popular education. Seeking the greatest good of the greatest number, we therefore direct our attention to those elementary schools which are designed for all the people. In the end, we shall thereby benefit the higher institutions of learning, by increasing indefinitely the number of those who will knock at their doors for admission.

The business of education is mainly to bring out the talents which God, with a liberal hand, has scattered among the people. Why should we not be satisfied with the education of the few? Because God has not confined rare talents to any privileged order. He has not bestowed intellectual greatness exclusively upon any one class of society. Though the number is small who have raised themselves to a lofty eminence, still they are scattered over the whole area of society, and we know not where in particular to look for them. But wherever there is a human being, whether of high or low birth, rich or poor, one of God's most precious jewels may be there; and the only way to find it is to search through the whole field.

Among the best gifts of Providence to a nation are great and good men, who act as its leaders and guides, who leave their mark upon their age, who give a new direction to affairs, who introduce a course of events which go down from generation to generation, pouring their blessings upon mankind. How important, then, to seek out such persons in their obscurity and concealment, and early to give them the keys of knowledge while struggling with difficulties, and thus aid them in preparing for the stage of action

upon which they are to enter! Who does not know how much Greece and Rome owe to their great men for their power and fame? Even the people of Israel are the more memorable in history for the guidance of the eminent men of their nation, raised up by Heaven to work out their holy mission. The same thing is true of every nation which has exerted an enduring influence upon mankind.

It is fit and proper that we should cherish a desire to be thus distinguished among the nations of the earth. The intellectual treasures that lie hidden in the bosom of humanity need to be brought out and put to use just as much as the wealth contained in the bowels of the earth. Why should we, in prosecuting this design, limit ourselves to any class of society? The aristocracy of talent does not correspond with the aristocracy of wealth or rank. It is that of the few found among the many. The men who have filled the highest stations in society have often, if not generally, sprung from the heart of the people, and come from the common walks of life. Even on the supposition that great mental powers and genius are distributed in equal proportions among all classes of men, there are some circumstances unfavorable to the development of talent on the part of the affluent, but favorable to those who have to struggle with fortune for their existence, and win success by their own strong arm. There is generally greater danger that those who have been brought up in the lap of luxury will not make the effort necessary to success than that those born to hardship and toil will not exert themselves to the utmost, and rise by the strength acquired by their struggles. They are forced to the greatest activity and energy by the very necessity that is laid upon them. Their position is not secured by the accidents of fortune. It is to be won by themselves. Give to this class, in their earlier years, additional facilities for education, and you will be the

means of raising up—no one can tell to what extent—men who shall carry on the work of progress and become the pride of your State and the benefactors of mankind. The wealth of a State does not lie alone in its soil, nor in its mineral resources, in both of which Virginia is singularly favored. Far richer and more important is the wealth that lies in the intelligence, industry, energy, and character of the people. Where does history teach you to look for the foremost nations in the rank of civilization? Not to the banks of the Nile, where nature has been most lavish in her gifts; not to the fertile plains of Asia, abounding in every thing that could contribute to the comforts and luxuries of life; but to those colder, rock-bound regions where men contended with the elements and wrung from reluctant nature the means of power and greatness. Here you find the intellectual as well as the physical man, with an elevation of character, a reach of thought, and a power of genius never seen among an idle, luxurious people. Is not this true of our own continent? Would you go to the most fertile lands, to the richest valleys, of North America, to find the most vigorous and energetic population? Climate may have its influence, but the necessity of effort comes in for a large share. Now, Virginia, with her excellent soil and medium climate, opens to us both sources of prosperity,—the physical and the mental; but let us remember that her richest wealth, her most enduring prosperity, must ever be sought in the industrious, intelligent, moral, and patriotic character of her citizens. To sum up all in a word on this point of universal education, I may be permitted to say that society cannot afford to sacrifice one-half or three-fourths of the best men of its population by allowing that proportion of the people to go uneducated. By accepting any thing short of this system of universal education, you will, at least, increase the chances that the

number of your great men shall be diminished to a corresponding extent.

Let us view the subject in still another light, and contemplate it under its economical aspect. I do it, indeed, with regret. I am almost ashamed to speak so degradingly, to take so low a view of the image of God which is impressed upon every human soul. But there are those who regulate their action by these material considerations; and I do it rather to meet their views than to satisfy my own feelings, which would lead me to consider man in his higher spiritual nature. There is no truth more certain than that the men who are to labor, who are to cultivate the soil, to work in the mines, to ply machinery, and to practise the useful arts, and to increase the wealth of the country by any industrial pursuit, will, other things being equal, be successful in exact proportion to their intelligence. The value of a man's services at the present day depends only in a very slight degree upon his muscular strength. I venture the assertion, that when you employ a man in your service you regulate his wages chiefly by his mental capacities, and not by the vigor of his body. A man of the most stalwart frame may not be able to obtain more than a dollar or a dollar and a half a day for his labor, while another, greatly inferior in physical strength, may receive a salary of three, five, or even ten thousand dollars a year. What is the cause of this difference? It is not merely a matter of good fortune that some men receive a large salary. Usually, men of high qualifications have many applications for their services, and can choose that which suits them best, while the stupid and ignorant are often left without employment. There is a law that regulates wages, and this law is that a man is worth just what the amount of his intellect is worth. You employ a laborer to till your soil or to work in your

garden. You set him about his daily task. Business or engagements call you away ; and during your absence he may, if he is stupid, do more mischief, for want of knowing better, than his labor is worth. You must stand by his side and direct his work, or run the risk of having much harm done in your absence. It is cheaper to pay higher wages and employ one who, by the culture of his mind and the exercise of his ingenuity, has learned to perform the duties of his calling without aid and without instruction. What you need most is, not more hands to work but clearer heads in your laborers to direct their activity.

As we ascend from the day-laborer to those who conduct business on their own account, the advantages of knowledge and skill become still more apparent. Knowledge and skill usually go together. The mind that is stored with a knowledge of the principles of art or science, such as are within the reach of every man who has a good elementary education, and has learned, by habits of study, to be accurate and thorough in all that it undertakes, will almost certainly acquire practical skill in any calling. Hence intellectual activity and success in business usually go hand in hand. Let the general mind be highly enlightened and well trained, so that there may be many well qualified competitors in the different branches of business, and you will see the effect in improved agriculture and mining processes ; in a greater progress of the mechanic arts ; in the introduction of the various branches of manufactures ; and in an increase of commerce. So it has been in other places. So it will be here. What else gave the Netherlands their industrial and commercial prominence ? What has made the English the manufacturers, carriers, and bankers of the world ? What has made France not only the arbiter of taste, but the laboratory in which science fabricates articles of ornament and luxury for man-

kind? Virginia needs a grand movement in this direction. She needs not statesmen and politicians so much as a high state of general intelligence to give skill and energy to the people, to make science preside over all the arts, and art pervade all branches of industry; to create a complete system of manufactures, and multiply and diffuse all kinds of machinery, and to open commercial intercourse with all the world. These are some of the reasons why I would advocate, with the political economist, the establishment and support of public free schools. It is the most economical measure that can be adopted. Let the people be educated up to the point of meeting the wants of the times in respect to improvement in industrial pursuits, and it is difficult to conceive what a career of prosperity would be open to them. How much that is now dormant would be quickened into life and activity! How much might be effected by a more liberal use of steam and water power! How many wants might be supplied! How much labor might be saved! How many of the conveniences and adornments of life might be added to those now enjoyed! And what an amount of material prosperity might be produced to take the place of the present impoverished condition of the people! In all this I do not overlook other agencies. I only say that those agencies cannot be effective unless they are guided and supported by a good system of education.

It is sometimes said that this is all very well in general, but that there are insuperable difficulties when we descend to particulars; that all men have not the means of educating their children, and that God, therefore, did not design that all should be educated; that it is irreverent to interfere with His purposes by taking from the parent and giving to the community that which He has, by the instincts of humanity, placed under the control of the parent alone.

Another is heard to say, "I have to provide for the education of my own children at great expense. After having carried them through their studies, with no more to care for in my own family, why should I spend an additional amount for the education of my neighbor's children? If he wants more land he buys it. Let him procure education for his children in the same way." It is indeed true that men have not, all of them, the means of education, but I have already shown that from this fact a very different inference is to be drawn. Furthermore, I have no doubt that parental instincts have their design; that they serve to define parental duty and obligation; and that any true system, either of education or of social philosophy, will take them into account. But I deny most positively that children belong to their parents exclusively. They belong to the community as well, and the public is often forced to care for them. Society is not an aggregate of individuals, each one standing upon his own separate footing, and looking out for himself alone. That doctrine is only half true, and a half truth is a great falsehood. Society, as it now exists in all Christian nations, is one of the most complex things in the world. It has its thousand mutual dependencies and obligations not growing out of the individual's will. It does not depend on the will of the father whether his child shall live in society or out of society; whether he shall enjoy the benefits of other men's experience, or throw himself back upon his own original invention. Every one is thrust by his birth into the very midst of the world, and is, by natural right, heir to the inheritance transmitted by former generations. He is born to privileges which his father never gave him, and has no right to take away. He is entitled to the advantages of a civilized state by being born into it, and it is not for the father to say that the light of the nineteenth century shall be shut out from his view.

It must not be forgotten that the vicious or unfaithful parent gives no guarantee that his child shall not be a burden to society. History and philosophy alike teach us that when the public weal is not regarded by the individual, it must be looked after by the community. An enormous amount of ignorance, poverty, and crime are now thrown upon the community by the helplessness, avarice, or brutality of parents. What is saved in expense by the State, in withholding the means of education from children, and much more besides, is to be paid in another and more revolting form,—that of criminal jurisprudence. Society is made chargeable with much more than would cover the cost of education. If public money is not paid for schools, it must be paid for an increased force of police, for criminal courts, for jails, penitentiaries, and alms-houses. One of the most alarming signs of the times is the rapid increase of juvenile crime and of the expense of providing against it, or, rather, of taking care of the convict. Indeed, the whole matter of the swelling tide of pauperism and crime which threatens to engulf us, demands and is receiving the anxious consideration of thoughtful men. They know that, sooner or later, they must grapple with this hideous form ; that they must, like men, face this appalling spectre that is every day approaching us with a more and more terrific aspect. We shall pay dearly for it if we do not provide in season against this growing evil. It will be as with the Sibylline leaves : if you refuse the small price, the larger one will be exacted of you. I repeat : if the parent, from poverty or vice, or any other cause, is found casting upon the world a group of children untaught, unguided, uninformed, unfit for society, and likely to become culprits and paupers, it is your right, your duty, and your interest to take the matter in hand for self-protection. The Government has a responsibility in respect to those who are so materially to affect its safety and prosperity.

There is another consideration that adds force to our argument. I have spoken of the increase of juvenile crime. Let me now speak of the instruments of mischief that are placed at the disposal of evil-minded persons. Great advances have been made in the physical sciences. Have we duly considered the perils attending modern inventions, if there be not a moral training to guide the old and the young in the use of these new engines of good or evil? If the machinery for doing mischief is wonderfully improved and multiplied, precautions against the wanton use of it are all the more necessary. The boy can now do more harm than the man could do in former times. I know of a place in another State where barns, and even houses, were set on fire month after month by juvenile offenders. Such malicious boys will, unless you prevent it by moral training, be found in your streets and around your farms and dwellings; and, if they take it into their heads, they will apply the friction match to your barns, girdle your fruit-trees, and destroy property by various easy methods, in places remote from the police and beyond the reach of the law. Your only safety is in the care and attention bestowed upon the education of the young.

For your own sakes then, as well as for the sake of the young, see that there are schools which shall remove this mass of vice and ignorance. Imitate the boards of health who, at the approach of an epidemic, order all the streets and yards of their cities to be thoroughly cleared of filth and pestilence-breeding matter, that the people may breathe a pure and healthful atmosphere: introduce general education and intelligence, by schools and all other suitable means; and you will not see in your cities and villages these victims of ignorance in all their wretchedness, these haunts and dens of corruption, where filth and poverty and crime riot together, but moral purity, order, and sobriety.

Purge society of these evils, and take away this cancer which is eating into the body-politic.

But it is very hard, it is said, that the property of the rich should be taxed to educate the children of the poor ; that one man should pay for the benefits which another is to enjoy. All taxation is regarded by some as a burden. The narrow-minded man, who would prefer barbarism to civilization, when the latter is attended with expense, might say, " It is a hardship that my property is taxed to build and support a marble structure at the seat of government for the luxury of State officers and the General Assembly ; to pay for marble and bronze statues for other people to look at ; to build asylums and hospitals for the unfortunate members of other men's families ; to make roads and bridges for others to travel on ; to build railroads to increase the value of other men's property, or to facilitate the transaction of their business ; to improve harbors and rivers for the convenience of those who are engaged in commerce and trade." The true principle of legislation is to provide by law for the greatest general good, when it cannot be properly secured by individual effort, whether every man is directly benefited by it or not. I have already shown that the general good forbids that the majority of the children in a community should be allowed to grow up in ignorance. There is no other practical way of providing for the education of all but by public schools. The State, either directly or through county and municipal authorities, can educate the entire population in all the rudiments of knowledge, better and cheaper than individuals, by private or family schools, can educate one-half of that population. It can prevent the ruinous multiplication of petty schools. It can, by a proper system of examining and appointing teachers, keep out adventurers who practise upon the credulity of the people. It can dismiss an incompetent teacher,

and superintend and direct the instruction and discipline of the schools. It can by Normal Schools provide for the proper training of teachers. It can fix the location and determine the form and size of school-houses, distributing them and arranging them for the accommodation of all. It can aid feeble communities, and supply poor but populous districts with primary schools. Indeed, there can be no good schools for the people at large, that shall be economically conducted, but public schools. Now, whatever can be done for the benefit of the whole people better and cheaper by the State than by the individual, ought, for that reason, to be done by the State. The promotion of the public interests by just and equitable means is as legitimate an object of legislation as the protection of the rights and property of the individual; and all civilized nations administer their governments on that principle. Nothing can be made out more clearly than that the highest interests of the great mass of the people require the establishment of a system of public schools.

On the best mode of levying a school tax it is not my province to speak. That is a subject the details of which belong to a practical body of men who are familiar with the condition of the people and with all questions of finance. So much, however, may be said in general, that men of wealth have a special interest in public schools as the means of increasing the value of their property. If a man is the owner of twenty thousand acres of land, with any considerable number of families residing on it, he could hardly make a better investment than to put churches and school-houses upon his estate at convenient distances. He would thereby improve the present population, and attract purchasers for his lands. This is well understood by holders of property in the new States of the West, and no less so by great manufacturing companies everywhere. The

class of men who act on this principle are found among the chief advocates of free schools. It is a singular fact, with which I was long ago made familiar, that taxes for schools are more frequently complained of by the poor than by the rich. The former often imagine that they are wronged in this matter when they are not ; the latter know that they are benefited, though in an indirect way. I have often observed that towns and cities, here as well as elsewhere, are ambitious for their own growth, and will make extraordinary efforts to attain their object ; but I have been surprised that it should never, or rarely, have occurred to them that free schools contribute to the prosperity of a city as few other things do. It is almost an every-day occurrence that a gentleman of wealth seeks a new residence ; and, though he finds all the physical conditions favorable for the purchase of an estate he has in view, he turns away and goes elsewhere, because he is unwilling to place his family out of the reach of good schools. Public schools are the best emigration societies. It is in vain to give glowing descriptions of your fertile soil and genial skies. That does not reach the difficulty. Men of the best character, and whose enterprise and influence would be most valuable, will not come to places where school-houses are not found. If, perchance, one should come, the first thing he would do would be to attempt to establish schools ; and if in this attempt he should find no sympathy, he would advise his friends to go elsewhere, and would be likely in the end to join them. I hear these representations more frequently than most men do, and I speak advisedly when I say, your lands will be unsalable unless you remove some of these grounds of discouragement. Men of enterprise have no idea of going back and taking up the mode of life which characterized the seventeenth and eighteenth centuries. They are accustomed to prog-

ress and improvement, and will not go where these are not to be found. Tax yourselves and your property to plant school-houses all around you, and your land will find a ready market. Repress this universal desire for education, and refuse to remove the hindrances which stand in the way of it, and the man who has now one thousand acres of land may become, in a short time, the owner of two thousand without increasing his wealth.

I may, perhaps, be pardoned if I allude to some of my recent experiences in an extensive tour in Georgia and parts of the adjoining States. The recital may be both encouraging and instructive. I was invited to visit Rome, Atlanta, La Grange, Columbus, Macon, Augusta, Savannah, and other places, to consult with the authorities about aiding and improving the schools. It was generally understood that I was authorized to give, if it was necessary, one thousand dollars to any town or city that would contribute not less than three thousand dollars for the support of free schools within its borders, provided the number of children in these schools be not less than three hundred; and that a corresponding amount would be given to smaller towns and villages that should raise less money and provide free schools for fewer children. I met the Mayor and Council of one city, and ascertained that there were no free schools there, but that the people were paying annually about \$8,000 for the support of private schools. I soon convinced them of the want of economy in paying so much money and yet educating only a small number of children. Some of the wealthier men admitted that a liberal tax, which should open the schools to all, so that their children and the children that now go without education should be placed in schools together, would cost them less than they now pay. These gentlemen, and other citizens who met with them, representing the worth and intelligence of the town, voted

informally to raise by tax \$3,000, and to make the schools free to all who are not now in them. If there should be any legal difficulty in levying the tax, the money is to be raised by subscription. The pledge was accepted and the \$1,000 promised.

In another, there were two large and flourishing schools divided into different grades, — one for girls, founded by a religious body ; the other for boys, which was conducted as an individual enterprise, though aided by contributions from the public. Here, too, I found a large expenditure for the benefit of a few individuals. I entered into an engagement with the Mayor and Council of this city, pledging them \$1,000, they agreeing to make an arrangement with those schools for the free admission of all the children not now in them.

In a third, I found an admirable system of graded schools, under a city board of School Commissioners and a competent and skilful Superintendent, free to as many as the school-rooms will contain. But the Commissioners greatly need two other houses, which are partly provided for, but not yet ready for use. The first house occupied by the new school board was purchased by a few citizens for \$10,000 and presented to the city. The current expenses, paid by the city, are about \$6,000. The usual amount of aid, \$1,000, was promised on condition that the other schools contemplated be put in operation.

In the schools of the next city which I visited, there is great diversity. Some of them are very good, and all are, perhaps, in as good condition as could be expected in the absence of all system. There is one endowed free school, under the charge of one committee. There are three large county free schools, and ten smaller ones, in the hands of another committee, if it can be said of the ten that they have any supervision at all. Besides these, there are many

private schools. The people of this city surely pay money enough ; and yet only a part of the children are educated in all this array of schools. In view of all these facts, I made the following proposal to a committee of the citizens : " If the city authorities will, by means of a Superintendent, bring the public schools into some arrangement by which a graded system of free education shall be provided for the children of a school-going age for the ensuing year, the Trustees of the Peabody Education Fund will, on receiving official information that the arrangement has been completed, pay, for the benefit of said schools, \$1,000." The proposition was accepted.

I need not proceed further with these details. Enough has been said to indicate the general policy of the Trustees, and to show the spirit, and even enthusiasm, with which it is received.

One of the cities which I visited is said to have sixty private schools, and not one public school. The consequence is, too much money is paid, and too few children educated. The education of a part costs more than would be necessary for the education of the whole. The want of economy can be shown in many particulars. There is no examination and careful selection of all the teachers. Every one who fancies he is qualified for the delicate and difficult work of giving instruction and exercising discipline in school, or who is ready to resort to teaching because he can find no other occupation, is liable to assume the responsible office of instructor and guardian of the young. Not a few of them ought never to be entrusted with the duties of so sacred a calling. There is not often any permanency in these schools. A good school may, for financial or other reasons, come suddenly to a close. After several months of delay and uncertainty, the use of the house may be given to the first adventurer that comes along, and an experiment

be made, with about equal chances of success or failure. These schools are scarcely ever graded. The teacher taking pupils of different ages and attainments, some learning the alphabet and some studying the ancient classics and the higher mathematics, (for what private school will turn away a paying pupil?) must teach his scholars, for the most part, one by one, giving, in a school of fifty, during the whole day, from five to seven minutes to each pupil. Suppose him to have a class of twenty, whose attainments are so unequal that they cannot study together. If he shall attempt to instruct them in a class, nineteen of them will be listless and unoccupied while the twentieth is reciting. If the school were properly graded, and all the members of the class were on the same level, the minds of all would, if the teacher understood his art, act at one and the same moment. Every question would be put to all, and then answered by the one that the teacher should designate. In this way the pupil who should recite twice a day would receive the whole attention of the instructor for two full hours instead of seven minutes. Besides, how can the same person teach so many things well, especially when he is obliged to be in such haste? He has time neither to prepare himself by forming an intelligent plan for each lesson, nor to bring his mind into sympathy with his subject or his class. Moreover, the same teacher cannot be equally adapted to give instruction in all branches of study, and to pupils in all stages of their progress, any more than a man can skillfully work at three or four trades at the same time. Then there comes in the waste of power, for want of a proper adjustment of the machinery. A great wheel, with its massive weight and strength, is made to do the work of a light and slender wheel moved by a slight power. A sledgehammer is used to drive a carpet-tack. A man of academic honors is employed, at great expense, to teach those whom

a well-trained female instructor could teach far better at one-third of the cost. Surely a system which violates all the rules of economy, and knows nothing of the advantages of the division of labor, has but slight claims to public favor.

I found in some places a class of schools which I hardly know how to describe. They are unique in their character. They are most frequently found in the suburban or rural districts. So far as I could ascertain the genius of these small schools, from the statements of those who know them well, they answer pretty nearly to the following description : Almost any individual who fancies that he would like school-teaching, applies to a certain county officer, and passing an examination not unlike that which a new recruit undergoes before joining the army, obtains the necessary authority to open a school, if any persons choose to patronize him. For every pupil who consents to be experimented on, he is allowed seven cents a day, deducting for all absences. At the end of the quarter he is required to swear that his account is correct, and he may then go to the county treasurer and receive his money, and that is the end of it. I once heard of a certificate given to a teacher, by the chairman of a school committee, which would not be a bad form for some of these cases. It ran thus : " The bearer, Mr. —, appeared before me for examination, and I hereby certify that he is the most remarkable man for a school-teacher that I ever saw." What sensible man would accept a school under such circumstances? It is not enough that an absentee should lose his place in his class, and thereby double the labor of the teacher. The pay must also be reduced. Or, a case of discipline may occur. A delicate duty is to be performed. If discipline is not maintained, the school may be seriously injured. If it is maintained and punishment inflicted, the offended party, with

his brothers and sisters, may remain out of school, and the teacher must lose his seven cents a day for each. What a beautiful apology does this furnish for a disorderly school ! What a capital bounty for absenteeism ! The pupil can, in the same act, save the money of the school treasury, and punish his teacher in a way that will be felt. Both the teacher and the pupil are tempted to do the very opposite of what they ought to do. Uncertain qualifications in the teacher, uncertain attendance on the part of the pupil, uncertain classification and order in the work of instruction, uncertain support, and uncertain discipline, — it would be a fortunate accident indeed, if a good school should exist under such circumstances. “As is the teacher, so is the school,” may be a very sad truth. A system that is revolting to all the sensibilities of a worthy teacher will be sure to throw the door wide open for the unworthy. And what shall we say of such a state of things with no supervision ? Our children, in their tender years, and with highly susceptible minds, when character takes its form and pressure, put under such influences, and into such unskilful hands ! There is at least one good thing in this ingeniously bad system : it frightens away all good children.

In the numerous places which I have visited in five of the ten States that come within our province, I have in no instance found the people averse to public free schools. The opinion appears to be rapidly gaining ground that education must be made universal, and that this result can never be accomplished by private schools, or any other schools that are supported by charging pupils for tuition. In most of the places visited, the ablest and most influential men came out publicly in the advocacy of free schools ; and the wealthier citizens have generally been among the foremost in recommending the taxation of property for the education of the young. In the three State Associations of Teachers

which I have attended, a State system of education for all the people was, by a formal vote, recommended, or ordered to be recommended through a committee, to the Legislature. A most valuable report on this subject, which every Virginian would do well to read, was presented to the Educational Association of this State by a distinguished professor of the University of Virginia. The discussions which grew out of it are among the most valuable that I have heard. One gentleman of eminent position and influence, of whose views on this subject some seemed to stand in doubt, rose, when the discussion was nearly ended, and, in a manner that drew upon him the fixed attention of all, said, by way of introduction to his humorous but admirable speech: "If I had lived in the time of the flood, I should have been opposed to it. If the building of the ark had been proposed to me, I should have objected. It was altogether too big. I should have said that putting all those animals into it was too much of an undertaking. But the flood has come. The ark is beginning to float; and lest I be engulfed, and become a fossil to be examined as a curiosity in after ages, *I go for universal education.*" In these last words he evidently struck a chord which thrilled in every bosom. I have rarely witnessed more enthusiasm on the subject than was manifested on that occasion. The elevated sentiments of the report, which gave rise to the discussion, seemed to find a response in every breast. What gave importance to the action there taken was the dignity of the assembly and the high character of its leading and most active members. Such were the circumstances of my introduction to the literary men of Virginia; and from that day I have had a home feeling in this good old State. The action of the Virginia teachers on this subject is but a fair exponent of the sentiments of teachers in the adjoining States, as shown on different

occasions. The things which I have seen and heard, and which have struck me the more forcibly for being comparatively a stranger among you, have left the impression, not easily to be effaced, that the people of the South are by no means blind to the importance of general, popular education. The facts which have come to light are sufficiently significant and wide-spread to indicate, what all gentlemen will sooner or later find out, that the people well understand their interests and duties ; and that they will never rest satisfied till the one are secured and the other performed. The altered condition of things forbids the perpetuation of the old system of education. The new wine cannot be put into old bottles. Delay in introducing an improved modern system there may be. For a time experiments, with different degrees of success, may be tried. The adjustment of systems, that have worked well in other places, to a population peculiarly situated and distributed, is doubtless a delicate task, for the performance of which many well-disposed persons will be found but poorly qualified. There may be mistakes from rashness or indiscretion : but these delays will have an end ; these mistakes will be corrected. As the failure of a railroad or steamship company does not arrest this kind of enterprises in our age of boundless activity, so a few blunders in the beginning will not arrest the work of popularizing education. If Norway and Sweden, with their thinly inhabited northern and mountain districts, can educate their entire population, it is not beyond the reach of human ingenuity to find out a feasible and equitable way to give the rudiments of education to all the people of Virginia. Time may mitigate, if not remedy, the evil of a sparse population in most of the rural districts. Meanwhile, statesmanship and a department of education with a skilful superintendent at its head, will do what have done in Prussia, and in other countries w

are also not a few thinly inhabited districts, and Virginia may lift her head proudly, as Prussia now does among the German States. A long postponement of this question of general education is impossible. It stands high above all party measures. It is a necessity equally resting upon all parties. If it is declined by any one administration or class of men in power, it will be their overthrow. Let it be made by all a matter of patriotism and humanity, not of party strife. Let every one be ambitious of the honor of striking the shackles of ignorance from the people. For the day is coming—a day that will dawn, but never decline—when it will be deemed an honor worthy of a record in history, to have inaugurated a system of universal education for the people of this old and honored Commonwealth.



FIFTH MEETING OF THE TRUSTEES

NEW YORK, July 16, 1868.

THE Board met at the Fifth Avenue Hotel, in New York, at twelve o'clock.

Present: Hon. HAMILTON FISH, of New York; Rt. Rev. CHARLES P. McILVAINE, of Ohio; Hon. JOHN H. CLIFFORD, of Massachusetts; Hon. WILLIAM AIKEN, of South Carolina; Hon. WILLIAM M. EVARTS, of New York; Hon. WILLIAM A. GRAHAM, of North Carolina; CHARLES MACALESTER, Esq., of Pennsylvania; SAMUEL WETMORE, Esq., of New York; GEORGE N. EATON, Esq., of Maryland; GEORGE PEABODY RUSSELL, Esq., of Massachusetts; and B. SEARS, D.D., of Virginia, General Agent.

The First Vice-Chairman, Hon. HAMILTON FISH, presiding (the Chairman, Hon. ROBERT C. WINTHROP, being still absent in Europe),

The minutes of the previous meeting having been read, the following Resolutions, offered by Hon. JOHN H. CLIFFORD, and seconded by Mr. MACALESTER, were unanimously adopted: —

Resolved, That the intelligence of the death of our valued associate, the Honorable WILLIAM C. RIVES, of Virginia, since the last meeting of the Board, has been received by the Trustees with feelings of profound regret.

That we recognize and appreciate the great loss we have sustained in the deprivation of his counsel and co-operation from a work in the intelligent and successful prosecution of which he had evinced the deepest interest, and his aid in the promotion of which had already amply justified the confidence of Mr. PEABODY, and secured the cordial and unqualified respect of his associates.

Voted, That this Resolution be entered upon the Records of the Trustees, as a mark of our respect for the memory of Mr. RIVES ; and that the Secretary cause a copy to be communicated to his family, as a testimonial of our sincere sympathy with them in their great bereavement.

The Executive Committee, by their Chairman, Bishop McILVAINE, presented their Report, making definite appropriations amounting to \$74,500, which was approved.

The General Agent, Dr. SEARS, presented and read his Report, which, on motion of Mr. EATON, was accepted.

REPORT OF DR. SEARS.

To the Trustees of the Peabody Education Fund.

GENTLEMEN: Since the last meeting of the Trustees, I have been engaged most of the time in visiting the Atlantic and Gulf States from Virginia to Louisiana.

In consequence of delays in procuring copy and the materials for printing the proceedings of the meeting at Richmond, and of the Address delivered before the Constitutional Convention of Virginia, my tour through the Southern States above named did not commence till the 19th of February. It continued till the first day of June.

Aside from the many disadvantages incident to a first visit, there was in the political struggle then going on in those States, not indeed any spirit of antagonism to our aims and plans, but a state of anxiety in regard to the future from which it was not easy, even temporarily, to divert the public mind. Still it must be said, to the credit of the people in those States, that men of all parties, who rarely co-operated in other things, met, and consulted, and acted together on the subject presented for their consideration, with singular unanimity.

A more serious difficulty arose when reference was made to the gradual introduction of *a system of free schools*. The object itself was generally approved, but the present was regarded as an inauspicious time for inaugurating such a system. One year hence, it was said, when the question of the new constitutions (all of which embrace the subject of public schools) shall have been submitted to the people; and the various legislatures acting under them, or some other authority, shall have indicated what is to be expected from their legislation, — it will be much easier for us to see what action should be taken.

The representations made in reply were that, while all those things are unquestionably true, it is no less true that one-half of the white children in all these States are growing up in ignorance, and have been doing so for eight years; and that, unless something is speedily done to prevent it, a semi-barbarous generation will in the last quarter of the nineteenth century control the destinies of a section of the country which needs all the resources of knowledge, science, and art to recuperate and fully develop its energies. In such circumstances, it was suggested that provisional arrangements for one year might be made for free schools, and that at the end of the year those arrangements might be renewed or modified according to circumstances, and that

without perilling any interest they would prepare the way for whatever improved system of education should hereafter be adopted. So much would at least be secured for the present or ensuing year : the youth in the towns aided by us would all be educated ; the expense of education to each child would be materially reduced ; and the character of the instruction given would, by a more careful selection of teachers and by a better classification of the schools, be greatly improved.

These representations spread out in detail were never made in vain. In all the towns visited in seven States, only one declined accepting our proposals : that is, only one declined making the attempt to raise the amount required as the condition for receiving our contribution. The next day after the answer was officially given, a citizen of that town called on me and said the people were not satisfied with the views of the Town Council, which were that every man might as well provide for the education of his own children. The secret of the procedure came out in an explanatory remark, that of the small number of the Council present at the meeting three were bachelors.

As to the supposed pecuniary inability of the people to comply with our conditions, it should be said that they are quite as frequently relieved of cost as burdened with it. It now falls upon a few ; and they often abound more in the number of their children than in wealth. The expense of the schools being divided among a larger number would be proportionally reduced to each. Three classes of contributors are brought in who paid nothing before ; namely, 1. Men of elevated character who either have no children, or who have already educated them. They are among the most ardent friends and liberal supporters of public schools. The largest subscriptions, varying from \$100 to \$500, have come from them. 2. Property holders who wish to attract

men having families, especially intelligent mechanics from abroad, and thereby increase the value of their property. Most men of this class, though they may have few or no children to send to school, are willing to contribute something to promote the growth and prosperity of their town, whether it be by opening free schools or by building railroads. 3. Families of moderate means which cannot pay high tuition for a large number of children. These, though they formerly kept their children from school, readily subscribe a reasonable amount in order to send them to a place where they can be educated without receiving their tuition as a charity. When the parents who now almost single-handed support the private schools, have the aid of these three classes of contributors and that also supplied by the Peabody Fund, they do not in point of fact find any great difficulty in providing the funds necessary for the temporary support of a free school.

It is surprising to see how theoretical objections vanish when brought to the test of actual experiment. Already the majority of the people demand increased education, and, as soon as they perceive the radical difference in point of economy and efficiency between public and private schools, they prefer the former. Whenever this question has arisen in the numerous meetings that have been held, I have only found it necessary to explain the two systems, contrasting them with each other, and there has always been present a sufficient number of clear-headed men to take up the question, and in their advocacy of free schools to carry all their friends with them. It may therefore be fairly said that it is the deliberate choice of the people, after the subject has been fully discussed, to have free schools in which no charge is to be made for tuition. Before concluding these general remarks, it may be proper to say that the great majority of the thoughtful men whom I have met, express

in the strongest terms their admiration of the system of distribution which you have adopted, especially that feature of it which proposes to help only those who help themselves. Men who have distributed aid received from abroad to their friends in the South, themselves residents and sometimes ministers there, have told me that the good and evil resulting from their distribution have been nearly equally balanced.

Many applicants for aid have said, even when their petitions are not granted, that while they regretted the result as affecting their own interests, they approved of the principle on which we were acting, and would do the same were they in our place. To my surprise, I even heard the opinion earnestly expressed by several eminent and influential gentlemen, that, instead of spending much money on schools in the present unsettled state of affairs, it would be safer and better to put the fund out at interest, and have the more to give when the proper time for action should arrive. This is the decided opinion of Mr. BRADFORD, and of several of the most distinguished lawyers and judges, of different political parties, in New Orleans, who took some pains to express their united views in my presence, and who evidently intended them for your consideration.

In two instances preliminary arrangements have been made with State Superintendents for their gratuitous services in aiding to carry out in detail the plans and instructions which were given them. With General EATON, State Superintendent of Tennessee, I had repeated interviews, and a continued correspondence. In view of the favorable condition of Tennessee in respect to school organizations and school funds, in comparison with those of some other States, the aid proffered it is less than in those States. The scheme presented to him for his State was in the following words : —

" 1. If you have three State Normal Schools, I shall propose to the Trustees to give them \$1,000 each for the year. If you have but one, with a larger corps of teachers, I shall propose for it \$2,000.

" 2. If a city or town *needing* aid will provide free public schools, properly organized, for all the children of a school-going age, numbering not less than 700, and at an expense of not less than \$3,000, we will add \$1,000 to that sum.

" 3. For half that number of children (350), and half the amount of money raised (\$1,500), we will give \$500; and we will give in that proportion for other schools *in any one place*, if they are properly arranged and graded, when the pupils of that place number not more than 700 nor less than 100."

I have reason to fear that there has been delay in the execution of this plan, as I have been credibly informed that the money raised by tax for public schools has been used, temporarily at least, for other purposes. It may be added, that the County Superintendents, on whose aid we relied in part for executing this work, have probably rendered little service, if their salaries have not been paid. In such a state of things, the people having once paid their school tax, would, of course, decline raising a second time by voluntary contributions, the needful amount for carrying on the schools. To supply the whole deficiency would be out of our power. We must therefore wait for some action on the part of the State.

Since writing this report I have received a letter from the State Superintendent, saying: "Our first enumeration is closed. We hope to have money to pay out as soon as the apportionment is complete."

In Louisiana, the other State referred to above, there has been a school tax, similar to that of Tennessee, and there was once a school fund, but both are now among the

things of the past. It is now a period of interregnum, the new constitution not having yet gone into effect. As there is great excitement on the subject of mixed schools, and some uncertainty about future legislative action, it was absolutely necessary either to postpone our work one year, or carry on schools on the old system, except that voluntary contributions should take the place of funds heretofore provided by law. The people to whom we are to look for the money are greatly disheartened. They are impoverished. They are liable to be taxed for schools to which they are unwilling to send their children.

Inasmuch as a somewhat liberal provision is made by benevolent societies for the support of colored schools, and as public schools *may* be established by law, which few or none but colored children will attend, it has seemed expedient in most cases here as elsewhere, to delay action in regard to colored schools till the legal status of the colored race in respect to schools shall be definitely settled. Meanwhile colored teachers can be in a course of training in Normal Schools. Evidently the demand for these will in the course of one or two years be very great. In view of all these circumstances, especially the pecuniary embarrassments of the people of Louisiana, conditional propositions were made to the Hon. R. M. Lusher, recently State Superintendent of Public Schools of Louisiana, in favor of the people of that State, more advantageous than those made to the people of Tennessee.

My instructions to him, subject to the approval of the Executive Committee, were the following:—

“You are hereby authorized and requested to make all the arrangements necessary for carrying out the subjoined plans for the distribution of \$17,000 of the Peabody Education Fund, appropriated for the benefit of the children of Louisiana, and with the concurrence and approval of Hon.

E. H. BRADFORD, so to adjust the details of such plan as to secure best the main or general object of the grant, conforming in all respects to the theory of the respective plans hereto subjoined.

PRIMARY PLAN.

On condition of provision being made for the instruction, free of charge, in the common English branches, of all the white children in the towns named below, for the period of one year, the Trustees of the Peabody Education Fund will pay in aid thereof the amounts annexed.

NAMES OF TOWNS.	Estimated Number of Children.	Amount.
Baton Rouge	300	\$1,500
Alexandria	200	1,000
Shreveport	200	1,000
Natchitoches	150	750
Homer	150	750
Farmsville	100	500
Bastrop	100	500
Columbia	100	500
Harrisonburg	100	500
Marksville	100	500
Donaldsonville	100	500
Plaquemine	100	500
Bayou Sara	100	500
Clinton	150	750
Amite	150	750
Opelousas	100	500
St. Martinsville	100	500
Franklin	100	500

N.B. Other towns in the State may be aided on a similar basis, provided the aggregate shall not exceed \$12,000.

SECONDARY PLAN.

Should circumstances render the realization of the primary plan impracticable, then, on condition that provision

shall be made for the free instruction, as aforesaid, of such children as are not attending school in any of the populous towns of the State, the Trustees will pay in aid thereof, half the amount proffered in the preceding plan for free schools, open to all (presuming that about half the number of children in each town, are attending private or paying institutions), provided that the whole amount contributed from the Peabody Education Fund shall not exceed \$12,000, as aforesaid.

NORMAL SCHOOLS OR DEPARTMENTS.

To aid in the professional training of competent young persons as teachers, in Normal Schools or Departments, the following amounts will be allowed :

To the New Orleans Normal School for forty female pupils	\$2,000
To the Normal Department of the Male Seminary in Alexandria, for 20 students	1,000
To the Normal Department of the Centenary College for Males, at Jackson, for 10 students	500

All on the same terms and conditions as were prescribed for Plaquemine, Bastrop, and Mt. Lebanon.

Fifty dollars per student may also be allowed to other institutions in which competent young persons are receiving professional training, provided no charge shall be made for such training, and that the amount so allowed shall not exceed \$500, making the total amount allowed for normal instruction \$5,000."

These two States, Tennessee and Louisiana, are the only ones in which such services are performed for us without any expense. Other competent gentlemen have offered to become State agents for us, with a salary ; but this draft

on our treasury will be unnecessary, as the States themselves will, undoubtedly, soon have their own Superintendents.

To recur to the subject of schools for the colored race, I would complete the statement already made in respect to our general policy, by adding what has actually been done or is in process of being accomplished.

To aid the colored people of Manchester, Va., in supporting a school of 200 pupils, \$200 was promised. To the colored Normal School of Richmond, \$100 was promised, to meet the small charge for tuition which it was necessary to make for the closing term of the year. In Petersburg, Va., and in Charlotte, N. C., and in some other places hereafter named, arrangements were made for the education of the whole population, irrespective of color.

In Raleigh and Nashville, provision has been made through the Normal Schools of those places for training colored teachers.

Finding it impossible to superintend a multitude of colored schools which were not under the charge of any responsible committees, and observing the great tendency to fitful activity and irregularity in this class of our population, I looked about to see if there was any way in which system could be introduced into our efforts in this direction. I therefore applied to my friend, F. A. Fiske, Superintendent of Education for the colored people of North Carolina, for information, and inquired whether his position would not enable him to give me a complete view of the wants of these people, and to make out an accurate list of the existing schools that must be closed for want of support, and of the important places where new schools might be opened, with a little aid from our fund. He was requested to ascertain how much could be effected in this way with \$4,000.

He promised to aid us, if we desired it, by superintending all such schools as we should aid, and by giving a faithful detailed report of each, as we should require. The result of his inquiries is as follows : —

“ I have been investigating,” he observes, “ more carefully the condition of our public schools, and have a list of ninety-seven that need aid, and must have it in order to their continuance. Most of them are in a precarious, staggering condition, on account of the extreme poverty of those who are struggling to keep them in operation. The aid you kindly propose to give will resuscitate most or all those expiring schools, and give them new life, placing them, as I hope, on a permanent basis. If they receive the necessary aid for a year, the prospect is, that most if not all of them will be able to continue without further help. Besides these, many new schools might be established in important localities, with some assistance in supporting teachers. I think, therefore, that it is safe to say that if \$4,000 be granted, to be used in the partial support of teachers for a school year of nine months, from 2,500 to 3,000 pupils will be brought under instruction who would otherwise be left in ignorance.”

It is to be observed that, according to this representation of Mr. Fiske, all the colored schools patronized by us in North Carolina would be closed but for our aid ; that they will be placed under careful supervision without any expense. The amount of aid per scholar is only about half as much as is usually allowed to white children. The appropriation will probably not need to be continued beyond one year. There is little probability that any new system of education in North Carolina will be in actual operation within that time. It will require a year to procure funds and complete an organization.

Nearly the same plan of operations has been entered into

with Mr. E. A. Ware, Superintendent of Colored Schools in Georgia. The same method can probably be extended to other States.

There is at present no other way of doing any thing efficiently, and upon any kind of system, for the colored people of the South.

Having presented this view of the general arrangements partially made, or completed since our last meeting, I proceed to give some account of what has been accomplished in particular localities.

VIRGINIA.

Except in closing a few transactions that were already in hand, no attempt was made to distribute money at this time in those parts of Virginia which did not lie in my route along the coast east and south of Richmond. A part of the State had already been visited ; other parts could be visited at any season of the year. The object of this journey was to pass through all those States, or parts of States, in which it is unsafe to travel in the summer or autumn. The upper part of several States, therefore, received less attention than the lower. Indeed, but few places of importance on the coast between Norfolk and New Orleans were passed by.

Before I entered upon this journey, conditional aid, on the usual terms, had been proffered to Lynchburg, Christiansburg, Darbytown, Buckingham, Columbia, Liberty, and some other places, from which no definite reply has yet been received. In most of these towns, the present was considered an inauspicious time for action. Political questions engross the public attention.

In Richmond, nothing could then be done advantageously for public free schools, but the city is now ready to act upon the subject. It was proposed that the allowance of

\$1,000 for the Normal School be doubled, provided the number of pupils receiving aid be doubled, \$3,000 additional be raised by the citizens, and a better building be procured for the use of the school. The City Council has recently made the appropriation.

In Petersburg, the Mayor had recently presented an elaborate report on a system of public schools, recommending the expenditure of \$25,000 for the support of free schools for all the children of the city, irrespective of color. I met with the Council and a large number of citizens invited by the Mayor, and, after a free discussion of more than an hour, in which the utmost enthusiasm was manifested, I ventured to assure the city authorities that the Trustees would pay \$2,000 of the \$25,000, if they would in any way, public or private, provide for the remainder. They resolved to do so. I know not how the enterprise may be affected by the change that has since been made in the city government.

Norfolk, in which there are about 800 white children, has what is called a system of public schools, carried on at an expense of \$12,000 a year. The school tax cannot be collected, and the salaries of the teachers had not been paid. I proposed a grant of \$1,000; requiring, however, that the schools be made attractive to the children of the higher classes, and be open to all who shall apply for admission. The proposition has since been formally accepted. The reasons for limiting the sum to \$1,000 was that Norfolk is in a better financial condition than some other cities; and the Superintendent of Public Schools, the Hon. Wm. M. Lamb, was satisfied with this amount.

Portsmouth is much more impoverished, and has been obliged to suspend its excellent public schools; thus leaving 700 children without the means of education. I proposed to give \$1,000 on condition that the public schools

be revived, and to add \$500, provided \$3,000 be raised by the city for their support.

NORTH CAROLINA.

I believe it is the general opinion of those competent to judge, that Rev. C. H. Wiley, formerly State Superintendent of Public Schools, understands the interests of education in that State as well as any other person. Being unable to see him except for a few moments, I requested him to give me his views on the whole subject of the distribution of the Peabody Education Fund. In compliance with this request, he wrote me as follows: "I take it for granted that you will wish to act on some general and systematic plan, and that you will wish to avoid all appearance of partiality to sections or classes. You informed me that some \$22,000 could be used in this State, and that you desired to apply it exclusively to common-school purposes. If you undertake to aid in establishing schools in the country you will have to prefer one district to another, or be able to give but little to each. There are over 3,500 districts in the State, and in a great many of these the houses are occupied by squatters or are seriously out of repair. I would recommend that you confine your efforts at present to the towns, and that you select such as contain a population of five hundred or upwards. There are about twenty-five towns of this class in the State, and you could thus distribute an average of over \$800. Judicious and energetic management could make this method, under Providence, accomplish a great deal of good. You might offer to pay in each case two-fifths of the expenditure of the schools, and refuse contributions unless the corporations raised the amount required of them; and this would involve an outlay of over \$50,000. Facilities for a good English education could thus be afforded to all the children in the towns in question,

and the management and success of the schools of those corporations would be of decided advantage to the cause of common schools in all the State. This seems to me the most simple and the least invidious general plan which you can pursue ; but, simple as it is, it will require skill, attention, and constant labor to put it into full and successful operation. . . . After careful consideration, I do not deem it advisable to use any of your funds now for normal instruction. We have more teachers than schools, and at present it is much more important to aid in the primary education of the children than in the higher training of teachers. It would require nearly all your means to establish a Normal School, and, if you should decide to aid existing institutions, you would have to contribute to a considerable number, or cause dissatisfaction. There are in the State, high schools or colleges, under the care of Episcopalians, Methodists, Baptists, Presbyterians, Lutherans, and Moravians ; and some of these denominations have under their charge several institutions, between which there are sectional jealousies."

Influenced by considerations like these, which were settled in my mind long before meeting with Mr. Wiley, I visited only the larger towns of the eastern part of the State, and postponed my journey to the western and mountainous regions, partly because they could be visited in the warmer seasons, and partly because nearly all the numerous applications for aid coming from that quarter were from Academies or Colleges, which were clamorous for the endowment of normal departments from our fund.

In Wilmington, the sum of \$1,500 was promised towards the establishment of free schools, to the support of which \$3,000 were to be contributed by the citizens. Information has just reached me that the proposition can be accepted if the amounts can be somewhat reduced, the proportions remaining the same.

In Newbern, there are about 1,000 colored children in school, and 210 white children out of 500 or 600. The sum of \$1,000 was offered to the city government if it would provide free schools for all the white children. The city will need to make special provision for about \$2,500. This offer was accepted.

A similar arrangement, though on a smaller scale, was proposed for the people of Goldsboro; but, as the chief agent in the matter was about to remove from the town, no action was then taken.

Raleigh.—Of the 800 or 900 colored children, more than 700 are in school: of the 600 white children, only 275 are attending school; 325 are wholly neglected. The same proposal was made and accepted as at Newbern. The aid (\$500) rendered to the colored Normal School at this place has already been mentioned.

Hillsboro'.—There are here about 100 white children, of whom 75 are in school; and 60 or 70 colored children. The teachers often remit the tuition. In one private school kept by a poor widow, 7 out of 15, which is the whole number, pay nothing. The Female Academy is an excellent boarding-school for higher education, with a splendid corps of seven teachers for 35 pupils. The Military Academy is languishing, and will probably be closed for want of patronage. Gov. GRAHAM was requested to consider the case of all these schools, and to forward to me his recommendations, to be presented to the Executive Committee.

To Greensboro', the usual offer was made, but no reply was then given.

Charlotte.—The whole number of children is about 1,000, of whom 650 are white and 350 colored. Of the former, 350 or 400 attend no school; of the latter, not more than 150. All these are to be brought into school, if possible. The

amounts to be contributed by us and by the people are precisely the same as at Newbern and Raleigh.

The town of Salisbury has adopted the plan proposed during my former visit, and has raised by tax \$1,000, and is to enlarge its school building and bring all its schools into it. The School Committee expects to receive \$700 from the Peabody Fund.

As Fayetteville could not be conveniently visited at that season, the roads being very rough, a communication was sent to it, offering aid on the same terms as at other places.

SOUTH CAROLINA.

In Yorkville, of 400 children only 200 are in school. It is proposed to open the schools and make them free to all not now in attendance, at an expense of about \$1,000, two-fifths of which are to be paid by the Peabody Fund.

Columbia was more desolated and broken up by the war than any other city of the South. Of the 800 colored children, 679 were receiving instruction. Of the 900 white children, only 250 were receiving it. The city has appropriated \$2,000, with the understanding that we would give the same amount, to support free schools for all the white children of the place.

In Anderson, where the colored children are well provided for, nearly half of the white children, 200 in all, are neglected. Gov. Orr took great interest in the subject, and, in connection with the Mayor, will endeavor to raise \$600 for free schools, we paying \$400.

At Pendleton I found the greatest neglect of the young. The children of the common people are growing up without education; and, if my information be correct, the men in power are willing it should be so. I therefore agreed with two individuals, — the daughter of President Jasper Adams, my old professor, and her husband, — that if they

would see that 100 white children and 100 colored, including the bulk of the children not now attending school, be properly instructed under their direction for one year, the Trustees would pay \$400 towards the expense of the same.

Walhalla is mostly a German settlement. There are 300 children here, nearly all white, and only 125 receiving instruction. In a note to the Intendant and Council, I said: "If you will raise by subscription \$600 to provide instruction free of charge for all the children not now in school, the Trustees of the Peabody Education Fund will add the sum of \$400 for that object. If you prefer to make provision for all alike, the tuition being free to all, at an expense of \$2,250, the Trustees will pay \$900 towards that amount."

Greenville ranks as the third city in the State. It has 500 white children, of whom 250 are in school. The colored children are already well provided for. The influence of this literary town, in which there are four or five institutions of learning, is very important. A public meeting, called by the Mayor, was held, at which Gov. Perry presided. The sum of \$1,500 was raised on the spot. An additional sum of \$1,000 was to be raised the next day. To this amount of \$2,500, the Trustees were to add \$1,000, and a system of graded schools was to be provided and made free to all. A committee was, at the request of the citizens, appointed by the Mayor, with full power to organize and superintend the schools. Such prompt action by the most influential town in that part of the State is a most encouraging sign of interest in popular education under the very eaves of a College, and the effect of the example will be widely felt.

In Abbeville, a School Association, which is a corporate body, propose to follow our suggestion, and to systematize

their schools and make them free, receiving from us \$300 or \$400, two-fifths of the cost. All the eminent men of the town manifested the liveliest interest in the subject. There are 125 white children in the place. A new colored school of 200 pupils has just been opened.

Camden and Cheraw I was obliged to pass by for this time, in order to meet Gov. AIKEN, who was soon to leave Charleston for his plantation. After considerable examination and consultation about the educational interests of this city, Gov. AIKEN and myself agreed to offer \$500 to the city of Charleston, in addition to the \$1,000 already given, for the purpose of making accommodations for 200 or 300 children more in the primary schools. The School Board, while they highly approved the object, deemed the present time, when the tenure of office even for another day was so uncertain, unfavorable for action. The application for aid by the Rev. Mr. Porter, who has a very large parochial school for the poor under his support, was declined on account of its ecclesiastical character. Though good might be done in this particular instance by complying with the request, the precedent would make us infinite trouble; and we were dissuaded from it by the School Board. We gave it books, as we also did to another charitable school to which we could not give money. Being informed that \$1,000 would be sufficient for reopening the Naval School of Rev. W. B. Yates, and that it would thereafter be self-sustaining, we agreed to make the appropriation. It was understood that, if Gov. AIKEN should hereafter judge it expedient to appropriate \$100 or \$200 to the school of the Widows' Home, he should consider himself authorized to do so.

In reply to an application from Spartanburg, which I could not visit without consuming too much time, and to another from Grahamville, I wrote, saying we would make the same arrangements with them as at other places,

referring them to my friend and former pupil, Rev. Dr. Manly, who was the chief agent in carrying out our plans in Greenville, and who generously offered his services in this way.

FLORIDA.

In this State, which is very backward in education, there are no schools in the rural districts. In all the peninsula south of St. Augustine, there is no school of importance except at Gainesville, on the railroad to Cedar Keys, which has a boarding-school. East of the St. John's River there can be no school except at St. Augustine, the only healthy place in that vicinity, and the only town of importance. Scholars would come in here from a distance of thirty miles if there were a good school. On the Pensacola and Georgia Railroad crossing, the widest part of Florida on the north, there might be public schools at Fernandina, Jacksonville, Lake City, Madison, Monticello, Tallahassee, Quincy, and Mariana; also at Appalachicola and Pensacola on the coast. There are private schools at four or five of these places.

I began with Jacksonville, the most flourishing town in Florida. Here there were no schools of any account. Some families were on the point of removing North for the education of their children: others, as in many other towns in Florida, were about to send their sons and daughters North, to be educated at a cost to each of \$500 to \$800 a year. I represented that the money paid by two or three such families would support a good school for every child in town. A plan was immediately formed for opening a public graded school with an accomplished teacher and three assistants at an expense of \$4,000, the Trustees paying a fourth of this sum. The people fixed their own contribution at \$3,000. I was requested to recommend a Principal for the school.

In St. Augustine there is no education except that given by Catholic priests and nuns. At a meeting called by the Mayor several Catholic laymen were present, and advocated, to the surprise of all, the establishment of a free school, to be supported by a tax. The Protestants were hardly ready for that. It was afterwards ascertained that the Catholics, who said the priests' schools were worthless, thought that by paying a school tax they would anticipate and ward off the objections of their wives, instigated and influenced by their priests. It was resolved to raise \$1,500 by subscription, to be added to the \$1,000 proffered them from the Peabody Fund.

To the people of Lake City and Madison I made a proposition to give to each \$500, if they would convert their private schools into free schools. The results are not yet known.

To the Mayor and Council of Monticello, I proposed that \$700 be given from our fund, if they will see that free schools are provided for all the white children in the town and its vicinity. They said the effort should be made.

To the people of Tallahassee I promised that \$1,000 should be given when it should be certified by Gov. Walker and other members of the Citizens' Committee, that the two Academies of the place, male and female, are made free.

The city of Quincy has 200 white children. There is an excellent Academy there with a small attendance of pupils. The sum of \$600 was promised to the Intendant and Council, if they would make that a free school in all the common English branches.

A similar proposition was made to Hon. I. Widgion, who made application for aid in behalf of Mariana.

In Appalachicola business is now prostrate, and men have gone from the place, leaving the women and children

(over 200 in number) in great destitution. The Mayor of this almost deserted village received very gratefully the offer of \$500, with the understanding that these children should all have free access to schools.

The city government of Pensacola was suspended at the time of my visit, and I was advised to await a more favorable time for presenting the subject.

From Pensacola I sailed to New Orleans, and conferred with Mr. BRADFORD and Mr. Lusher in respect to Louisiana. The measures taken with reference to that State have been already reported.

ALABAMA.

From New Orleans I proceeded by steamer to Mobile. There are here 1,300 children, with a system of graded schools carried on at an annual expense of \$25,000. In consequence of the impoverished condition of the treasury, the city has been obliged recently to resort to a rate bill of about \$10 to each pupil. To remove this objectionable feature of the system, I proposed that the Trustees give \$2,000 on condition that the primary, and if possible the intermediate, schools be made free for the next scholastic year.

In Montgomery, where there are no free schools, and where a majority of the 1,000 children are educated only in the streets, I proposed the same amount of aid as at Mobile, and with the same conditions, and the matter was taken into favorable consideration. The importance of the place as the capital of the State seemed to justify this outlay.

Selma is a town of great activity, with 700 white children, and a population of 2,800. For less than half this number of children, parents are paying \$12,000 tuition, at home and abroad. It appeared upon actual investigation that the average tuition charged by the private schools

is \$75 a year ; whereas it is only \$17 in the public schools of Boston, and only \$12 a year in the thirty-four towns of Massachusetts in which the cost of public education is highest. The people were astonished at this comparison in point of economy. Several of the persons present were paying from \$200 to \$500 for the tuition of their children. One gentleman stated that he had written to respectable mechanics abroad, trying to induce them to settle in Selma ; and that the plan seemed promising, until these mechanics learned that they must pay from their wages \$200 or \$300 for the education of their children, and that not one of them would come. The men who were assembled thought it was time to remove this hinderance to the growth of their town. I proposed to recommend to the Trustees to give \$2,000, if the people of Selma would pay \$4,000, for free schools. They appointed a committee, who immediately went about raising \$5,000 instead of \$4,000.

At Talladega, where there are more than 300 white children whose education is greatly neglected, arrangements have been completed for public schools as at Selma, we paying \$1,000, and the citizens \$1,500.

At Uniontown, where there are between 300 and 400 children, the people were very desirous to have free schools established among them, and obligated themselves to raise the sum of \$1,500 for that purpose. I informed them that they may expect \$1,000 from the Peabody Fund to aid them in their enterprise. They have contributed very liberally, considering their impoverished condition.

At Marion I found 400 white children within three miles of the town, and adopted the same plan exactly as in Talladega and Uniontown.

The same conditions were proposed to Hon. R. Jamison for Tuscaloosa, which, lying off from the railroad, could not be conveniently visited.

Columbus was communicated with in a similar manner, through Rev. Dr. Bestor.

Huntsville, and two or three other towns in the northern part of the State, can be visited at any time as I may be passing to and from Memphis.

Two considerations make it necessary to be somewhat liberal in our allowances for Alabama and Mississippi. One is that they are far behind other States in their interest in education, and require powerful stimulants; and the other is that the population is sparse, and they have not a great number of large towns, where alone any thing can be at present effectually done for education.

MISSISSIPPI.

Meridian, a new town sprung up almost entirely since the war, is the most enterprising of any that I saw in the State. There are nearly 500 white children there and in the immediate vicinity, and the population is increasing rapidly. I encouraged the people to expect \$1,500, if they contributed \$2,250 for public schools. The men of wealth are the leading movers in this enterprise, some of them having no children to educate. It is of the utmost importance that this young and rising town be furnished with facilities for education. A large number of the men residing there are mechanics.

Having met four or five of the principal men of the small town of Brandon, I offered aid on the usual terms. They were somewhat indifferent to education, or were wedded to their private schools. Still the people will probably enter more heartily into the project of supporting public schools, if at a future time it be properly explained to them.

The town of Canton has a population of 2,500, with 400 or 500 white children in its vicinity. The Town Council

and the Trustees of the Academy will co-operate; the former raising \$2,000, to be increased by the grant of \$1,000 from the Peabody Fund. As the settlements on Pearl River on one side, and on the Big Black on the other, are unhealthy in the warm season, many families will either remove to Canton or send their children there for education. Indeed, the tendency to town life on the part of the families of planters is sensibly increasing. This circumstance gives increased importance to the maintenance of the public schools in the larger towns.

In Brookhaven the same course was taken as in Canton; but whether the people there will be able to raise, by subscription, \$2,000, is somewhat doubtful.

The same proposal of \$1,000 on our part, to \$2,000 by the people, made to the town of Summit, was substantially accepted.

To Jackson, the capital of the State, it was deemed best to offer \$2,000, on condition that the city appropriate \$4,000, which was agreed to by all of the Council who were present.

The Clinton Central Institute has a department for teachers, in which persons familiar with normal methods of instruction present to their pupils good models of teaching. This school was in danger of being closed on account of the inability of the people to pay their school bills. There are eleven young ladies here preparing for the profession of teaching, and only one of them can pay for her tuition. Two of these, who are sisters, support themselves by cultivating with their own hands their mother's farm. To aid these ten young ladies and to keep the school from sinking, I promised the sum of \$300. This is the only school within a distance of ten miles, and the only place in all the vicinity perfectly free from the malaria; being between two larger rivers (the Pearl and the Big Black),

and near the sources of smaller streams running in different directions.

Vicksburg has about 3,000 children who ought to be in school, nearly equally divided between the two races. There is a public free school of 500 pupils, 8 teachers, and a Superintendent, supported by a city tax of \$12,000. There are about 400 white children attending no school, and about 600 attending other schools, mostly Catholics. Of the colored children, 1,130 are receiving instruction. I proposed to give \$2,000, on condition that the city so enlarge its corps of teachers as to be able to admit all the white children that apply. New school buildings are much needed. The schools are now all gathered in an old hotel building.

In Natchez I found the best system of public schools in the State. It is under the direction of an experienced and skilful Board, with large and commodious buildings and teachers of high character. But the business of the city has been entirely interrupted and the continuance of the school jeopardized. As families have formerly been attracted to Natchez by its schools, so now, when there is little business to retain them there, they remain chiefly for the education of their children. Parents are now more anxious to educate their children and fit them to take care of themselves, than to leave them with so uncertain a thing as an estate that may or may not be a fortune. In this respect, at least, the people are becoming more practical than formerly. I therefore said that the Trustees of the Peabody Education Fund would pay \$2,000 to the Board of Visitors of the Public Schools of Natchez, on condition that the schools continue to be conducted in accordance with the course hitherto pursued.

In Granada, the number of white children is 400, with but 150 in the five private schools of the place. The

tuition of these 150 pupils, if all of them paid, would be \$5,000. It would cost but little more to educate all the 400 children. In a public meeting of the principal citizens, who took decided measures for maturing and adopting a plan according to the suggestions made to them, I promised \$1,000, if \$2,000 be subscribed by the people, for free schools, as in other places.

To Hernando, \$600 for 200 children were promised, if \$1,200 be raised by the people. One of the best schools at the South is that established and supported at Lookout Mountain by Mr. C. R. Robert, of New York. I have visited this school twice. It has a teachers' department, to which many destitute persons resort, who of course are unable to pay the expense of their education. A part of these are receiving a little aid from General Howard. I have proposed that 20 select pupils of the normal class be aided to the amount of \$50 each, during the last year of their course. The upper parts of Georgia, Alabama, and North Carolina, as well as the southern portion of Tennessee, will be benefited by this provision.

The city of Memphis has paid into the State treasury this year its school-tax of \$60,000, and has not yet received from the treasury a dollar in return. It pays that amount for current school expenses. The whole number of children is 6,500, of whom only 2,000 are receiving instruction. To help the city in bearing this enormous burden of \$120,000, I proposed that \$2,000 be contributed from the Peabody Fund for the year ending July, 1868. When I expressed to the School Board my regret that so small a proportion of the whole expense could be met by us, they replied that I could do them a much better service by arousing the people to a sense of the value of efficient schools to the city; that in a few days it was to be decided by vote whether the special tax proposed by them for

\$30,000 should be levied or not ; and that a public address from me just at this time might be worth that amount to them ; and I, of course, consented to remain one or two days longer. Fortunately, the wealth of the city is well represented in its School Board.

As it was now near the first of June, and as some things required immediate attention which could not be despatched without reference to letters that were left at home, and as the matters to be laid before the Executive Committee were all to be arranged and prepared and the Semi-annual Report to be written, I was obliged to forego my visit to Arkansas, and hasten home. It had required more time, in this first tour to the extreme South, to bring the people of each town that was visited to a clear apprehension of what was needed, in the practical work of setting public schools in operation, than was anticipated. But it is believed that the time and labor devoted to that object have been fully as valuable to the people, in very many cases, as the aid contributed. The men most interested in the subject very generally say that, without any experience in such matters, they cannot devise a plan of action unless they have the assistance of some one who has knowledge and experience in such things.

There is another consideration not to be forgotten. The cities and towns are not generally in haste. The schools are all in the midst of the last session of the year, when no change can be made. What the condition of things will be the next year cannot with certainty be foreseen. There is an almost universal reluctance among the people to act while they are so much in the dark in respect to the future. No one can know how much this uncertainty paralyzes the energies of the Southern people just now, unless he has been among them and learned their discouragement and dejection. Time will do much for them. It is only a

matter of wonder that in such circumstances so much has been effected during the three and a half months of my visit among them.

It only remains to say a few words on the subject of the distribution of our books. Orders for about 3,000 (2,935) have been given, — 2,000 in Louisiana, 673 in South Carolina, 81 in Virginia, and 65 in North Carolina. A large supply is soon to be forwarded to Florida, Alabama, and Mississippi.

In this work of distribution, many things are to be taken into the account which would not at first occur to the mind. Whole schools must be supplied, and a surplus added for contingencies, or the donation will make more trouble than it is worth. Two kinds of books cannot be permitted in the same class by the teacher, nor one series from one author and another series from another author. Committees or teachers have, of course, already adopted a particular selection of text-books. There are, notwithstanding these precautions, loud complaints of a frequent change of books, on the part of parents, inasmuch as books are very costly and money scarce. The books on our lists are not found in Southern bookstores. Any new supply must be specially ordered, and it is often many months before they arrive. It is easier and better for the teacher to depend on some bookseller near by, and purchase through him what is wanted. The further and the more inland we go from New York, the dearer are the books and the greater the delays and perplexities in sending for them.

It seems necessary, therefore, for us to select the most destitute and most distant States, and give them, or certain parts of them, a full supply of such as we have, under the charge of some State Superintendent or other public officer connected with schools. This remark applies especially to elementary class-books.

Florida, Louisiana, Mississippi, and Alabama are States that need to be so supplied. In them there are few book-stores: and even these cannot afford to keep a stock of school-books on hand; capital is in so great demand, and sales are so uncertain.

Nearly all applicants for our books seem to suppose that they can select at will any school-books from the lists of all that are published in the Northern States, and that we will procure all such books for them; and, when they learn that we have not a hundredth part of the kinds of school-books published in the North, and that they are to be limited in their choice to the particular books which we have, and to a single set of these, they can hardly be induced to take them at all. They say it involves a change in their text-books; and makes more trouble, and will in the end create more expense, than a few primary school-books are worth. Only private schools will generally avail themselves of books distributed in this way. Public schools are often supplied by the city authorities with books, and the selection already made cannot be easily changed.

B. SEARS, *General Agent*.

STAUNTON, VA., June 9, 1868.

On motion of Mr. WETMORE, the Resolution adopted May 28, 1867, requiring that the General Agent certify the amount expended by him for personal travelling expenses, "at least once in every three months," was so amended as to read, "once in every six months."

On motion of Mr. MACALESTER, it was

Voted, To adjourn to meet at ten o'clock the next morning (17th).

JULY 17, 1868.

Pursuant to adjournment, the Board met at ten o'clock.

Present: Messrs. FISH, McILVAINE, CLIFFORD, AIKEN, GRAHAM, MACALESTER, WETMORE, EATON, RUSSELL, and the General Agent, Dr. SEARS.

Gov. FISH in the Chair,

The minutes of the previous day's meeting having been read and approved, the Treasurer presented and read a statement of the condition of the Fund, which was accepted, and ordered to be placed on file.

On motion of Mr. EATON, it was

Voted, That a meeting of the Board be held in Baltimore, on the third Thursday of January, 1869.

On motion of Gov. CLIFFORD, it was

Voted, That the Secretary and Mr. EATON be appointed a Committee to make the necessary arrangements for such meeting.

On motion of Mr. MACALESTER, it was

Voted, To adjourn without day.

SIXTH MEETING OF THE TRUSTEES.

BALTIMORE, Jan. 21, 1869.

THE Board met at the Peabody Institute in Baltimore, at twelve o'clock.

Present: Hon. ROBERT C. WINTHROP, of Massachusetts; Hon. HAMILTON FISH, of New York; Rt. Rev. C. P. McILVAINE, of Ohio; General U. S. GRANT, of Washington; Admiral D. G. FARRAGUT, of the United States Navy; Hon. JOHN H. CLIFFORD, of Massachusetts; Hon. WILLIAM AIKEN, of South Carolina; Hon. W. M. EVARTS, of Washington; Hon. W. A. GRAHAM, of North Carolina; SAMUEL WETMORE, Esq., of New York; GEORGE N. EATON, Esq., of Maryland; GEORGE PEABODY RUSSELL, Esq., of Massachusetts; and Dr. B. SEARS, of Virginia, the General Agent.

The Chairman, Hon. ROBERT C. WINTHROP, presiding,

The record of the previous meeting having been read by the Secretary,

Communications from the President of the Peabody Institute, of Baltimore, and from the President of the Maryland Historical Society, tendering respectively the use of their rooms for the meetings of the Board, having been presented by the Chair, it was

Ordered, That the Chairman be instructed to accept the invitations of the President of the Peabody Institute, and

to express both to him and to the President of the Maryland Historical Society, the thanks of the Board for the courtesies thus proffered.

The Chair also submitted a communication received from Messrs. Gail & Ax, inviting the Board to visit their tobacco factory.

On motion of Gen. GRANT, seconded by Mr. EVARTS, the invitation was accepted.

A communication from Bowden University was referred to the General Agent.

On motion of Gov. FISH, it was

Voted, That the election of a member to fill the vacancy now existing in the Board be made on Friday, at eleven o'clock.

The Treasurer, presented his Report, which, on motion of Gov. GRAHAM, was accepted.

The General Agent, Dr. SEARS, presented and read his Report, which, on motion of Bishop McILVAINE, was accepted.

REPORT OF DR. SEARS.

To the Trustees of the Peabody Education Fund.

GENTLEMEN: Since making my last Report, I have been able to complete the general survey of the eleven States which fall within our province.

Special attention, during this interval, has been given to West Virginia, Arkansas, and West Tennessee. I had hoped, also, to complete some unfinished work in the eastern part of South Carolina and in the western part of

North Carolina; but several causes—and especially the existing state of affairs, unfavorable to the prosecution of our work—prevented. As things now are, a large and influential class are indisposed to take any action whatever in regard to public schools. The present, therefore, is an unfavorable time for visiting these States. But it is believed that this peculiar state of affairs is temporary, and that before long some sort of system will be established and acknowledged. Meanwhile, something can no doubt be effected in the larger towns. In some cases, the cities have charters which allow them to regulate their own schools; in others, an enlightened public sentiment may be relied on for providing the means of education. In this connection, it may be remarked that in no State has the political contest been more disastrous to the cause of popular education than in Virginia. In opposing the new constitution, which prescribed a certain form of legislation for schools, not a few writers and public speakers put themselves, incautiously perhaps, in a doubtful attitude in respect to the whole matter of popular education. At least, their language was so interpreted. Even the Educational Association of Virginia, at their last meeting, judged it imprudent to give expression to their views in favor of popular education which they adopted and published the year before. As I have always declined to enter into public controversy, even on the subject of education, and have limited myself to giving aid and encouragement only where it was desired, I deemed it expedient to postpone the greater part of my contemplated work in Virginia to a more favorable opportunity. I believe that time is not far distant. In support of this opinion, I would state that the city of Portsmouth, which was unable at the time to carry out the arrangement made with it a year ago, took up the subject with fresh zeal, and opened free schools for all the

children of the city in October last; and that in Petersburg, where a change in the city government and other discouraging circumstances prevented, for a time, the execution of the plan agreed upon in February last, the project was revived during the last summer, and \$10,000 were appropriated by the city government for the education of all the children within its borders, both white and colored, besides \$5,000 for the purchase of a school-house; and a Superintendent appointed who afterwards visited the schools of Massachusetts, his native State, purchased Boston school furniture, and then returned and selected southern teachers for the schools under his charge. Such a liberal and conciliatory spirit on the part of her public men augurs well for the future of the schools of Petersburg.

Considerations of a character contrary to those mentioned above, strengthened my purpose to visit West Virginia, Arkansas, and Tennessee at this particular time. In each of these States a system of public instruction was already existing, and was at that very time going into operation. Here, consequently, more than elsewhere, has it been practicable to co-operate with the State authorities.

WEST VIRGINIA.

Scarcely any State in the Union is making more vigorous exertions in behalf of general education, in proportion to its ability, than West Virginia. The liberality of the people in taxing themselves, for erecting school-houses and supporting schools, is all that could be desired. Two years ago there were no school-houses in the State, except a few Academy buildings. During the last year two thousand were erected. The State labors under great embarrassment in having few among the youth who are qualified to teach school, and few men who have the requisite knowledge and experience to organize and superintend schools. To rem-

edy the former evil, one Normal School has been opened and a second is waiting only for funds sufficient to pay the salaries of teachers. The school-laws of the State are conformed in a great measure to those of Pennsylvania and Ohio. The officers are a State Superintendent, County Superintendents, Town Boards of Commissioners, and District Trustees. The County Superintendents are selected more frequently from among those persons who have had some experience in the management of schools in other States. The local Boards of Commissioners, or School Committees, are necessarily such as the intelligence of the towns affords. The State Superintendent is exceedingly well qualified for the duties of his office. He is not only highly intelligent and discreet, but he is indefatigable in his labors. The County Superintendents that I saw are self-sacrificing, efficient men. Every thing, therefore, appears very promising, although the system is yet in its infancy.

At Fairmount, the public free schools opened on the very day of my visit, with three hundred pupils. They are properly graded, and provided with good teachers, but are all held in a damp, dilapidated old building, totally unfit for the purpose. Only a few rods distant from it stands a large, elegant, and well-arranged Normal-School building, just completed, but unoccupied for the want of funds for the support of teachers. I proposed to give \$1,000 to the town and \$500 to the Trustees of the Normal School, if they would agree to the following arrangement for the present year: the town to pay the \$1,000 to the Trustees of the Normal School; the Trustees, with this sum and the \$500 paid directly to them, to open the Normal School in one part of the building and pay the salary of the Principal, and to allow the other parts of the building to be occupied by the public schools. As the number of normal pupils would not be large the first year, one teacher, with

such assistance as the Principal of the public schools could render him, would be sufficient to instruct them ; and one assistant teacher in the public schools could be dispensed with, in consequence of the aid which the normal pupils could give in teaching. Thus the city schools would be provided with excellent accommodations ; the Normal School would at once be put in operation ; both would be saved the expense of one assistant teacher ; the public school would come under the influence and experience the benefits of normal methods of instruction, and the Normal School would be amply furnished with a school for practice, better than any that it could have of its own. The proposition was cordially accepted, both on the part of the city and of the State.

In Morganton I found an excellent system of public schools, with four hundred pupils, occupying the spacious buildings and grounds recently purchased of the trustees of an Academy that is now closed. No aid was needed for their support ; but the State Agricultural College in that place has been induced, by the great scarcity of common-school teachers, to open a normal department during the spring term of every year. I made provision for twenty-five young men to attend that course of instruction the coming spring, promising to each \$20, making the round sum of \$500.

In Moundsville, there are three public schools, with an attendance of four hundred children out of five hundred : the remaining one hundred would attend if suitable provision could be made for them. There are now but four teachers for four hundred pupils. A large school-house has recently been erected, at an expense of \$10,000, of which \$6,000 remains unpaid. The School Commissioners were obliged last year to borrow \$225 to pay their teachers. Aid, to the amount of \$1,000, was promised them, on con-

dition that two more teachers be employed, one more school-room provided, and the schools continued through the whole year instead of one term.

In Parkersburg, there are sixteen hundred children, about one-half of whom are attending the public schools, under twenty teachers. The city has just paid \$10,000 for a new school-house, and is paying \$16,000 for the current expenses of the schools. The people are impatient under their heavy taxes, and it is not without great effort that the system is carried on; and yet the sentiment in favor of it is gaining strength every day. The misfortune is that the heavy expense of building houses comes upon them all at once, instead of being distributed over successive years. My advice, both here and elsewhere, has been to avoid, if possible, building more than one house during the same year, and to hold the smaller schools temporarily in hired apartments. Aid to the amount of \$1,500 was promised the Board of Commissioners, on condition that they employ four or five more teachers and procure additional rooms for them.

Charleston has, within a circuit of two miles, seven hundred white children and twenty colored children. Public schools, under the care of fourteen teachers, are maintained there seven months in the year, at an expense of \$5,000. The city has no good school-houses. I proposed to make a contribution of \$1,000, if the Board of Commissioners would erect a new school-house large enough to accommodate all the grades of schools, at an expense of not less than \$4,000.

At Guyandotte, there are free schools for one hundred children, maintained during a term of five months. A promise of aid to the amount of \$300 was made to the County Superintendent, if he would see that the schools were prolonged to nine months. Near that village is the

only State Normal School now in operation. The State Superintendent was authorized by me to distribute \$500, in sums of not more than \$50 nor less than \$20 to each of such young persons as he should select from various parts of the State, keeping in view the increase of the number of normal pupils, and their maturity and fitness for service at the end of one year.

In Clarksburg, the number of white children is six hundred, and of colored children one hundred and thirty. The city has a good system of graded schools, accommodating four hundred children, instructed by six teachers for a period of seven months, at an expense of \$3,000. The Commissioners were authorized to draw \$1,000, if they would increase the corps of teachers to eight, and prolong the sessions of the schools to ten months, which they agreed to do.

In Grafton, there are seven hundred children between the ages of six and twenty-one years. Five teachers are employed in the public schools. There are two primary school-houses in the rural parts of the district, and one in process of erection in the town. A large central school-house is soon to be built, designed for pupils of a higher grade, at a cost of \$5,000. The Commissioners were informed that they could receive aid to the amount of \$1,000, on condition that the schools be prolonged to ten months instead of five, and that they be properly graded as soon as the buildings necessary for the purpose shall have been completed. The majority of the people of this railroad village and the Board of Commissioners are Catholics.

At Martinsburg, I found there were one thousand children, according to the school census of the present year. The number of teachers employed is seven. A house large enough to accommodate all the schools has just been

built, costing \$7,000, on which \$4,000 are still due. The annual expense of the school is \$3,000. The people are overburdened with taxes, and feel somewhat discouraged. There are also one hundred and fifty colored children, for whose use a new school-house is nearly completed. To encourage the people in their arduous work, \$1,000 was proffered without imposing any conditions except a continuance of these schools.

In two of the counties of West Virginia, Harrison and Upshur, the County Superintendents hold, during the long vacation, Teachers' Institutes, for six consecutive weeks, at their own expense. To each of these Institutes I promised \$100, with the understanding that all the teachers of the county, if possible, should be induced to attend. The readiness of these teachers to spend their vacations in this manner, at no little expense for board and travel, is a gratifying proof of their professional earnestness and zeal.

I informed the State Superintendent that \$200 might be expected from our Fund, if the teachers of the State were furnished with a Journal of Education.

ARKANSAS.

I scarcely need remark that Arkansas is in a state of complete anarchy ; that in the present excited state of feeling, lawlessness and violence are liable to break out at any moment, rendering life and property alike insecure. Had I been suddenly dropped into the midst of the feudal disorder and turbulence of the tenth century, I should hardly have been more struck with the novelty and strangeness of the scene. Shooting men seems to be mere pastime, and is constantly spoken of with little apparent horror. One of the most hopeful things in Arkansas, at present, is the deep interest so generally felt on the subject of education. The people are not satisfied with their present condition, and

they look upon education as foremost among the means indispensable to its improvement. They may differ about systems of public instruction, but they agree in respect to the end in view.

For purposes of education, the whole State is divided into school districts, each of which elects annually a Trustee to take charge of its schools. Beside the State Superintendent, there are ten Circuit Superintendents: the former appointed by the people for a period of four years, the latter by the Governor and Senate for the same period. These last serve as a connecting link between the State Superintendent and the Trustees of the school districts, and are regarded as the motive power of the system. In addition to the proceeds of the school fund, there is a *per capita* tax of \$1 assessed on every male inhabitant over the age of twenty-one years; and the whole amount, after the salaries of the Superintendents have been deducted, is distributed to the counties, and through them, on certain conditions, to the districts, according to the number of children between the ages of five and twenty-one.

The districts are required to raise by tax an amount of money sufficient, with the public money apportioned to them, to defray the expenses of a school for three months; and have power to raise, in addition, money for prolonging the schools to any greater length of time that they may choose.

This common-school law is perhaps as good as could be expected under the circumstances in which it originated. The chief objection to it is the expense of supporting so many Circuit Superintendents, — which amounts to \$30,000 a year, — and the liability to have districts too small for the proper gradation and economical distribution of schools. The State is now suffering embarrassment from both these causes. After deducting an amount sufficient to pay the

salaries of the Superintendents, there remains this year only the sum of \$50,000 to be distributed to the schools of the State. If, as the State Superintendent supposes, the cities and larger towns are to be divided into separate districts answering to wards, the unity of the system will be necessarily broken up, to the great detriment of the higher grades of schools.

I may remark, in passing, that economy in the use of public funds seems to be an art yet to be acquired in Arkansas. Its school fund ought to be more than double what it now is. The State received a magnificent grant of public lands from the general government, which, if it had been properly husbanded, would have yielded an income sufficient for the educational wants of the State. The donation of money, without conditions, to cities in a State where public funds are so frequently squandered, would be an abuse of our trust. I have, therefore, thought it incumbent on me to insist on liberal contributions from the people themselves, in behalf of their schools. Arrangements have been made as follows :—

At Pine Bluff, on the Arkansas River, there is a population of three thousand, of whom two thousand are white and one thousand colored. There is a fine school building in process of erection, for the colored children, by government aid and the contribution of benevolent societies, but there is no house for the white children. Of the latter, only fifty out of two hundred or more are attending any school. One gentleman of the town is paying \$2,000 a year for the education of children at the North. A gentleman from another town who happened to be present, and to whom I mentioned the circumstance as somewhat extraordinary, observed that he was paying \$3,000 for the education of his children. A meeting of the principal citizens was called by the Mayor, and when the general

ignorance of the young was compared with this extravagant expenditure, and when it was ascertained that the money paid by these two gentlemen would educate the whole population, if expended for the support of a good school at home, all who were present seemed amazed at their own want of foresight and public spirit, and decided unanimously that they would have free schools in one way or another. After a free conference with the committee appointed to devise and recommend a plan, I suggested that the sum of \$800 might be given to aid them, if they would establish a public school for all the white children of the town, and raise for that purpose not less than \$3,000 in addition to the expense of providing a school-house.

- Little Rock has a population of ten thousand, with fifteen hundred white children and one thousand colored. The latter have the best school-house and the best school in town. There is but one public school for white children, and that has an attendance of only one hundred and twenty. The city government desires to open two other primary schools, and then a larger central school for about four or five hundred advanced pupils. They have already purchased a site on which to build a house for the accommodation of the latter. Owing to some oversight in legislation, the only public school in the city was suspended for want of legal authority to raise money. A proposition was made to the proper authorities to this effect: If they would immediately reopen the primary school which had been unfortunately closed, for the reception of all the children of Wards Nos. 3 and 4, with four teachers, and organize a school in Ward No. 1, to accommodate one hundred and fifty pupils, and one of like capacity for Ward No. 2, with three teachers for each school, the Trustees of the Peabody Education Fund would pay \$1,500 towards the expense of the same; and that they will further-

more pay \$500 at the opening of the high school now in contemplation. I was assured that the city would faithfully perform its part in carrying out this arrangement. It was believed by your Agent that a model system of graded schools in the capital of the State, visited continually by persons from every county and town, was of sufficient importance to justify this outlay.

I visited Fort Smith, on the borders of the Indian Territory, and soon perceived that the traders there were ready to receive money, but that the idea of paying any thing beyond what the law required for free schools was foreign to their thoughts. But there are other men there who think and feel differently, although their power is not equal to their good will. I made the people a favorable proposition, the effect of which is yet to be seen.

In the town of Van Buren there are a little more than one hundred children, and within a circuit of a mile and a half there are two hundred. There is a small Academy in the place, and a little out of town the Trustee of the district has formed the nucleus of a primary school. I proposed to give \$400 if the citizens would make the Academy free to all the children of the village, and to add \$400 if they would aid the Trustee in furnishing free instruction to all the children of the district. I saw all the parties together, and they expressed their purpose to act in concert for the accomplishment of this desirable end.

At Jacksonport, at the junction of the White and Big Black Rivers, after learning that there was no public school, and conferring with some of the more influential and intelligent citizens, I left with the Mayor a written proposition to aid him to the amount of \$400, if he would carry through the Council a measure for furnishing free education for all the children of the place, numbering about one hundred.

I had intended to visit Batesville, farther up the White River; but as no boat was running to that point, and as the country was full of lawless armed men, it was hardly safe to make the journey.

I could do nothing at Augusta except to witness, under military escort, a very extraordinary scene. As an attack was expected every moment from without, our boat was detained several hours, as a place of refuge in case of necessity, until an unfinished stockade was completed.

The towns of Camden, Washington, and Fayetteville were too far from the main routes of travel to be visited in these turbulent times and at this unfavorable season of the year; but I had the good fortune to meet public men from all these places as well as from Batesville, through whose agency I made conditional arrangements adapted to the circumstances of each place, offering \$1,000 to Camden, \$700 to Washington, \$1,000 to Fayetteville, and \$1,000 to Batesville.

I also communicated by similar means with Bentonville, Pocahontas, Des Arcs, and Searcy.

On my return, I stopped at Helena, on the Mississippi River, which has a population of three thousand, of whom three-fifths are colored. There are two hundred white children in that place, and three hundred colored. While there is a good colored school, the public school for white children is attended by only seventeen pupils. There are two private schools maintained for about one hundred pupils, at an expense of \$7,000. By conference with all the parties concerned, I ascertained that, by a union of all these schools in one system, the whole juvenile population could be furnished with suitable instruction for about \$3,000 a year; thus saving the needless expenditure of \$4,000, besides providing for those whose education is now neglected. It was agreed that the schools should be thus

united, if possible ; the public-school fund furnishing \$1,000, the city government \$1,000, and the Peabody Education Fund \$1,000.

TENNESSEE.

Tennessee has a common-school law,—not perfect indeed, not even as good as that of West Virginia or of Arkansas. Still, the common schools can be carried on under it without much inconvenience until it can be safely amended. The State is divided into counties, civil districts, and sub-districts ; and the school officers are a State Superintendent, County Superintendents, a Board of Education for each civil district, and three School Directors for each sub-district. The civil districts and sub-districts answer to towns and school districts in the Northern States.

The sub-district is an unseemly excrescence, introducing nothing but confusion and disorder. All the duties of the Director of the sub-district could be better performed by the Board of the civil district. Now the one set of officers has the charge of the primary school, and the other that of the high school ; and yet the high school depends on the proper organization and systematic co-operation of the primary schools. Consequently, any neglect or unskillfulness on the part of the Directors is liable to defeat the plans of the Board of Education.

The money appropriated by the State for schools consists of the proceeds of the school fund, a property tax of two mills upon a dollar, a poll-tax of twenty-five cents, and a railroad tax of one-fourth of one per cent a mile for each passenger. The annual income from all these sources is paid, on the warrant of the Comptroller, to the State Superintendent, and is by him distributed to the County Superintendents, who act as County Treasurers, and pay

all orders of the Board of Education, both for the civil districts and sub-districts. It is made obligatory upon the Directors, or upon the Board of Education in case of their neglect, to maintain a free school in every sub-district for a period of five months every year. If the school funds are insufficient to defray the expenses of such school, the sub-districts are to levy a tax sufficient to make up the deficiency.

Unfortunately for the schools, the school fund has been pledged as security for the State debt; and until very recently no distribution has been made to the schools, and then it was only to a small amount. Many schools, therefore, have been carried on in anticipation of the Fund; and the teachers, with few exceptions, remain unpaid to this day.

The common-school law, though of nearly two years' standing, is just beginning to take effect. One year ago there were no schools organized under it. Now there are, in each of the counties from which I have heard, an average of about fifty schools.

In Knoxville County, there were last year only sixteen hundred pupils in the twenty-five private schools. Now there are four thousand in the seventy-five public schools of that county. Of the eighty-five sub-districts, there are only ten that have had no schools.

In East Tennessee, public schools were first introduced in Knoxville, in consequence of the encouragement and aid offered by your authority. The city has now in successful operation a complete system of graded schools, for the support of which \$9,000 are paid from its treasury, and \$2,000 from the Peabody Fund. The attendance of these schools is now eleven hundred and fourteen, whereas last year there were in all the schools of the county only sixteen hundred pupils. These schools have become very popular

in Knoxville, and the people could never again be contented with the old system.

The public schools of Chattanooga are also highly prosperous, and have a firm hold upon the public mind. They never would have existed but for aid from the Peabody Fund.

In Hamilton County, to which Chattanooga belongs, there are fifty-four free schools for a period of five months.

At the public meeting held in Knoxville, one year ago, I met a young clergyman who had charge of an Academy at Cleveland. He became so interested in the subject of public schools, that he would not be satisfied until he received some encouragement that a proposition similar to that made to the people of Knoxville should be made to the people of his town. He then went home, visited the citizens of the place one by one, and persuaded them to enter into the project of establishing free schools. His success was as great as his labors were indefatigable. Finding the work growing upon his hands, he at length resigned his place as pastor, in order that he might more effectually carry through the plan which he had introduced. So great is the impression made by him upon the public mind, that he is invited to visit other towns, and address them on the subject of education. He is now not only a zealous teacher, but a successful public lecturer and advocate of free schools. The aid granted to Cleveland for half the last year and the whole of the present year amounts to \$1,000.

The appropriation of \$2,000 made to the city of Memphis last year has been repeated for the present year ; after which no further aid will be needed. Its present expenditure is necessarily large, as it is now engaged in erecting a splendid high-school building on the most improved plan, modelled after the Wells School of Chicago. It is to

bear the name of the Peabody Public School. There are also other extra expenses during the present year.

The civil district of Shelbyville, Bedford County, encouraged by my circular, have established and carried through one term two excellent schools; the one white and the other colored, of nearly two hundred pupils each. The amount paid by the district for their support is \$3,600. To carry the schools through the remainder of the year, aid to the amount of \$1,000 is needed, which I have accordingly recommended.

Civil District No. 23, Davidson County, has in like manner provided a graded public school for all the children of the place, numbering four hundred and three, at an expense of \$3,000. It was formerly an Academy, but is now converted into a public school. As the Board of Education have complied with the conditions which were made them, I have recommended an appropriation of \$1,000 to enable them to complete their arrangements for the whole year.

Civil District No. 10 has also provided public free schools under the law, for between three and four hundred children, having raised, by a district tax, \$2,600. I have proposed to aid them to the amount of \$500.

Civil District No. 12, Montgomery County, organized in October last, with great effort, a system of graded schools both for white and colored children, with an attendance of about five hundred pupils, instructed by ten teachers. A tax of \$5,700 was levied upon the district, which includes the city of Clarksville. According to promise I have recommended an appropriation of \$1,000 for this district. Clarksville is an important place, and ranks with Knoxville and Chattanooga. The influence of its schools will be widely felt.

Paris has no public school. There is a good Female

Academy, with ninety pupils, but the Male Academy, having only thirty, was recently closed for want of patronage. There are about two hundred children in the place. The citizens propose to raise about \$3,000 by subscription, in order to make the two Academies free, connecting them through the County Superintendent with the public schools. They were encouraged to expect \$700 from the Peabody Fund.

Besides these arrangements made in the three States which I have visited, there are others effected by correspondence with towns in various parts of the South.

The Mayor and Council of Wilmington made an official communication, stating that, for the present year, public schools under the law cannot be established. Meanwhile, they rely upon the free schools supported by subscription, and recommend that all efforts for education shall be concentrated on them. The two schools referred to are large and well graded, having in all about three hundred pupils, under the charge of six accomplished teachers. This provision has been effected chiefly through the energetic agency of Miss Amy B. Bradley, in consequence of a promise made to the city several months ago, that if \$2,000 should be subscribed to open free schools for all the white children of Wilmington, \$1,500 would be added from the Peabody Fund. A committee of three gentlemen have certified that the conditions have been complied with, and that the schools are in successful operation. The reasons for this liberal appropriation were the great importance of having a good system of schools in Wilmington, the general want of the means of education there, and the long and hard struggle passed through for the accomplishment of the proposed end.

One of the results of my tour in the South last winter has been to call forth applications from numerous towns

that were not then visited. The people were stimulated to exertion by the example of other towns, and a generous rivalry was the consequence. Accordingly, I have received many letters from these unvisited towns, inquiring whether we would do for them what we had done for others. So it was with Uniontown, in Alabama, and Biloxi, in Mississippi; to the former of which we gave \$1,000, and to the latter \$400.

So with Corinth and Iuka, Mississippi; Opelika, Alabama; Lubeck and Buckhannon, West Virginia; Sumter, South Carolina; Barton and Gainesville, Florida; and many other places: of which applications, a part are still under consideration.

To three colored Normal Schools, assistance has been granted in sums of \$200 each, in consideration of which about fifty pupils are pledged to teach.

From Mr. Lusher, who serves gratuitously as our Agent in Louisiana, I have received a report of the schools of ten cities aided by our Fund. Five of these schools bear the name of PEABODY.

NAMES OF PLACES.	No. of Pupils	Money raised for Rent and Teachers.	Contributed by Peabody Fund.
Plaquemine	60	\$600	\$300
Arcadia	100	650	250
Natchitoches.	90	745	375
Trinity.	50	320	150
Plaquemine (2d year) . . .	160	1,100	450
St. Martinsville	172	850	500
Bayou Sara	153	850	600
Clinton	70	300	200
Eureka	72	420	240
Franklinton	60	1,100	240
Covington	80	550	300
	1,007	\$6,885	\$3,605

The number of teachers in all these schools is thirty-two. This account is brought up to Jan. 1, 1869. The earliest school commenced May 1st, the latest October 1st ; making the average length of the schools five months and a half, a little more than half a school year. All these schools are under the direction of Trustees appointed by Mr. Lusher.

The amounts paid in aid of Normal Schools are to

Plaquemine	\$400
Mt. Lebanon	300
Bastrop	300
New Orleans	1,000
Clinton	200
Plaquemine (2d session)	200
	<hr/>
	\$2,400

The length of the schools here reported varies from one term to one year.

There are several other common schools already in operation in Louisiana, from which reports have not yet been received, and for which additional sums of money have been pledged.

According to a suggestion which met with approval at our last meeting, arrangements have been made with the Government Superintendents of Education in the three States of Georgia, North Carolina, and Virginia, for selecting, aiding, and superintending colored schools in their respective districts. Rev. R. M. Manly, Superintendent of the Colored Schools of Virginia, in anticipation of a more detailed report, says: "In managing the funds you have placed in my hands, I am more than satisfied with the excellent results it is accomplishing, and with the method of disbursement adopted. It is sustaining many teachers who were nearly discouraged, and my list embraces some

of the best schools, and none of the bad ones, I believe. But the progress of organizing the schools has been slower than I anticipated. In endeavoring to make myself sure of the worthiness of the applicants, and provide school-houses, and find teachers, considerable time has been required. In September there were but four schools, and less than \$50 were disbursed. In October, the number of schools was twenty-three, and the disbursement about \$250. In November, the schools aided were above forty, and the payments (not quite complete) will amount to near \$400. They will be considerably larger still in December. I have not attempted exact statements above, intending, as soon as the December payments are made, to send you the separate vouchers from the teachers and a detailed statement of the work."

Rev. E. A. Ware, Superintendent of Education for the District of Georgia, reports for the month of October (when they commenced), eighteen schools and seven hundred and eighty-two pupils, at an expense of \$169.50; and for November, twenty-eight schools, fourteen hundred and four pupils, at an expense of \$294.50, amounting to \$466. There will be a large increase for the month of December.

Rev. H. C. Vogell, Superintendent of Education for North Carolina, reports eighteen schools and thirteen hundred and sixty pupils at \$201.50 per month. He remarks: "I have endeavored to distribute the money to the best of my judgment. This return is for the month of October. I have so divided the amount, \$1,000, as to cover the demands for three months. The November and December returns will show an increase of schools and pupils. I have taken up such schools only as must otherwise have failed, wholly or in part."

In conclusion I have only to remark that our method of distributing the Fund has called forth strong expressions

of approval from nearly every Southern man who has spoken to me on the subject. That feature of it which requires energetic co-operation on the part of the recipients has been particularly commended. It has been said and repeated again and again, that the effect of our work in arousing the activity of the people, will be far more valuable than the temporary relief that is afforded to the needy.

B. SEARS, *General Agent*.

STAUNTON, VA., Jan. 19, 1869.

On motion of Gen. GRANT, it was

Resolved, That Gov. CLIFFORD, Attorney-General EVARTS, and Bishop MCILVAINE, be a committee to express the gratification of the Board at the energy and fidelity of the General Agent, and at the active co-operation of the Southern people.

On motion of Gov. FISH, it was

Voted, To adjourn to ten o'clock the next morning (22d).



FRIDAY, Jan. 22, 1869.

Pursuant to adjournment, the Board met at ten o'clock A.M.

Present: Messrs. WINTHROP, FISH, MCILVAINE, GRANT, FARRAGUT, CLIFFORD, AIKEN, EVARTS, GRAHAM, MACALESTER, RIGGS, WETMORE, EATON, RUSSELL, and the General Agent, Dr. SEARS.

The Chairman, Hon. Mr. WINTHROP, presiding, laid before the Board an invitation from the Abbott

Iron Company to visit their works, which was accepted.

Gov. FISH, in behalf of the Finance Committee, reported that the Mississippi Bonds given by Mr. PEABODY had been brought to New York and deposited in the safe of the Trustees.

On motion of Gov. GRAHAM, it was

Voted, That Messrs. EVARTS and CLIFFORD be appointed a committee to inquire into the liability of the indorsers of certain of these bonds, and to take such action thereon as may seem expedient to them.

Gov. CLIFFORD, from the Committee appointed on the Report of the General Agent, reported the following Resolution, which, on motion of Mr. EATON, was unanimously adopted:—

Resolved, That the Report of Dr. SEARS, the General Agent of the Board, of his operations during the past year, evinces a most gratifying exhibition of the value of his services in carrying out the purposes of the Trustees, of making the Fund intrusted to their administration of the largest and most enduring influence, in the promotion of the cause of education throughout the section embraced in the design of the Founder of the Trust:

That, in considering the statements of that very carefully prepared and valuable paper, they have the highest satisfaction in recognizing the wisdom, fidelity, and diligence which have marked the course of the Agent in his appropriation of the means committed to his discretion and care:

That the Board are especially gratified in learning, from the interesting and instructive details of the Report, how

strikingly the aid furnished from this Fund for the maintenance of schools in various places, has had the effect of encouraging and stimulating the people of that section of the country to increase their own exertions in the cause of popular education, and thus, in the most effective manner, to enlarge and extend the sphere of influence which, we trust, by a similar wise administration of the means confided to us, this generous benefaction of Mr. PEABODY is destined ultimately to fill :

And that we cordially and earnestly invite a further and more extended co-operation with our Agent in this generous purpose, on the part of our fellow-citizens throughout the section of country, to the advancement of whose highest interests, in the present and in the future, our best endeavors will continue to be directed.

In accordance with a vote of the previous day, the Board proceeded to elect a Trustee to fill the vacancy caused by the death of Hon. Mr. RIVES, and Hon. SAMUEL WATSON, of Tennessee, was unanimously elected.

On motion of Gen. GRANT, it was

Voted, That the present elective officers and standing committees shall continue in office until otherwise ordered.

On motion of Mr. RIGGS, it was

Voted, That the Chairman of the Finance Committee and the Treasurer be authorized, in the name of the Board, to acknowledge the receipt of the Mississippi Bonds, both to Messrs. Baring Brothers and to Mr. Crouch, secretary of Mr. PEABODY.

On motion of Mr. EVARTS, it was

Voted, That the next Annual Meeting of the Board be on the third Thursday of January, 1870, at Washington; and that thereafter, that place and day be the place and time of the Annual Meeting, until otherwise ordered.

On motion of Gov. GRAHAM, it was

Voted, That the Journal of the Board, from the commencement of its proceedings, be published for the use of the Board, under the direction of the Secretary.

On motion of Gov. FISH, it was

Voted, That the Reports of the General Agent be published uniformly with the above.

On motion of Mr. RUSSELL, it was

Voted, That the General Agent be authorized to prepare and publish, for general distribution, such a compilation from his Reports as he shall think advisable.

On motion of Attorney-General EVARTS, it was

Voted, That, until otherwise ordered, the Chair be authorized to call such special meetings as the Executive Committee may direct.

On motion of Gen. GRANT, it was

Resolved, That, in token of our grateful remembrance of the Founder of this Trust, a copy of the proceedings of this meeting, signed by the Chairman and Secretary, be transmitted to him with the respects of the Board.

After prayer by Bishop McILVAINE the Board adjourned.

SEVENTH MEETING OF THE TRUSTEES.

NEWPORT, July 1, 1869.

A SPECIAL meeting was held this day, at the call of the Chairman, in Newport, R.I. The Board assembled at one o'clock P.M., at the residence of GEORGE PEABODY WETMORE, Esq., agreeably to his kind invitation.

Present: Messrs. WINTHROP, McILVAINE, FARRAGUT, CLIFFORD, AIKEN, GRAHAM, MACALESTER, WETMORE, EATON, RUSSELL, WATSON, and Dr. SEARS.

The Chairman, Mr. WINTHROP, presiding,

The record of the previous meeting having been read,

The following letter from Mr. PEABODY was presented by the Chairman, and read:—

To Hon. ROBERT C. WINTHROP; Hon. HAMILTON FISH; Rt. Rev. CHARLES P. McILVAINE; His Excellency U. S. GRANT, President of the United States; Admiral D. G. FARRAGUT; Hon. JOHN H. CLIFFORD; Hon. WM. AIKEN; Hon. W. M. EVARTS; Hon. WM. A. GRAHAM; CHARLES MACALESTER, Esq.; GEO. W. RIGGS, Esq.; SAMUEL WETMORE, Esq.; Hon. E. A. BRADFORD; GEORGE N. EATON, Esq.; GEORGE PEABODY RUSSELL, Esq.; and Hon. SAMUEL WATSON, Trustees of the Peabody Education Fund.

GENTLEMEN: When I established the Trust of which you have charge, it was my intention, if its results and progress should prove satisfactory, to return in three years to my native land, and to make further provision for carrying out the plans which experience should have shown to

be productive of encouragement and benefit to the people of the South.

My precarious state of health has rendered it imprudent for me to wait for the full period of my intended absence ; and I have now come among you in order to proceed at once to the fulfilment of my purpose.

I have constantly watched with great interest and careful attention the proceedings of your Board, and it is most gratifying to me now to be able to express my warmest thanks for the interest and zeal you have manifested in maturing and carrying out the designs of my letter of trust, and to assure you of my cordial concurrence in all the steps you have taken.

At the same time I must not omit to congratulate you, and all who have at heart the best interests of this educational enterprise, upon your obtaining the highly valuable services of Dr. SEARS as your General Agent, — services valuable not merely in the organization of schools and of a system of public education, but in the good effect which his conciliatory and sympathizing course has had wherever he has met or become associated with the communities of the South, in social or business relations.

And I beg to take this opportunity of thanking, with all my heart, the people of the South themselves for the cordial spirit with which they have received the Trust, and for the energetic efforts which they have made, in co-operation with yourselves and Dr. SEARS, for carrying out the plans which have been proposed and matured for the diffusion of the blessings of education in their respective States.

Hitherto, under the system adopted by your General Agent and sanctioned by you, four of the Southern States have not been assisted from the Fund placed in your charge, and I concur with you in the policy thus pursued ; as I am sure will the citizens of those four States, and all who have

at heart the highest permanent good of our beloved country. For it was most necessary that, at the outset, those States and portions of States which had suffered most from the ravages of war, and were most destitute of educational means and privileges, should be first and specially aided.

I believe the good sense and kind feeling of the people of these States will continue to acquiesce, for the present, in your course of devoting, under the care of Dr. SEARS, the greater part of the fund to the same States which have received its benefits for the past two years, with perhaps the addition of Texas, which State I am advised the General Agent will visit during the coming autumn or winter, to ascertain its educational requirements, and to give such aid as shall be requisite and can be afforded, where it shall be most needed.

I have the same sympathy with every one of the States ; and, were all alike needing assistance, I should wish each alike to share in the benefits of the Trust.

As the portions aided shall respectively grow in prosperity and become self-sustaining in their systems of education, their respective allotments of the Fund will be applied to other destitute communities ; and thus its benefits will, I earnestly hope and trust, ultimately reach every section of the vast field committed to your care.

It is my hope and belief, and this opinion is fully confirmed by my interviews with Dr. SEARS, that, with the additional amount which I now place in your hands, the annual income of the Fund alone may be found sufficient to sustain and extend the work you have so well begun ; and it is my desire that when the Trust is closed, and the final distribution made by yourselves or your successors, all the fourteen Southern States, including Maryland, Kentucky, Missouri, and Texas, shall share in that distribution according to their needs.

In accordance with what I have already said of my intention, at the time I established this Trust, to add thereto, if its success were such as I am now well assured has attended it, I now give to you and your successors the following securities ; viz., —

\$190,000 Belvidere and Delaware Railroad Company's 6 per cent bonds, first mortgage ; dividends 15th June and 15th December, due 1877 ; principal and interest guaranteed by the Camden and Amboy Railroad Company and New Jersey Transportation Company.

\$301,025 Syracuse and Binghampton Railroad Company 7 per cent bonds (\$198,500 due in 1876, dividends October 1st and April 1st ; \$4,525 payable October 1st, 1870 ; \$98,000 dividends from 1st June, due in 1887). This is an excellent road, and the stock at par, but the security is rendered perfect by the guarantee of both principal and interest by the Lackawana Coal Company of Pennsylvania.

\$79,200 Alabama State 5 per cent bonds. (\$16,200 due 1886 ; \$21,000 due 1872 ; \$42,000 due in 1883. Dividends from November 1st.)

\$35,300 Mobile city 5 per cent bonds ; dividends from July 1st. Principal to be gradually paid off.

\$79,000 city of Louisville 6 per cent bonds ; dividends April and October ; due 1883.

\$69,600 Louisiana Consolidated Bank 5's, fully guaranteed by State of Louisiana, and payable in 1870, 1872, 1874, and 1876.

\$88,000 Ohio and Mississippi Railroad first mortgage 7 per cent bonds ; dividends 1st July and 1st January, all payable July 1, 1872.

\$90,000 Columbus, Chicago, and Indiana Central Railroad first mortgage bonds, 7 per cent ; dividends 1st April and 1st October. Due in 1908. Guaranteed by Pennsylvania Central Railroad Company.

\$30,000 Pittsburg city 4 per cent bonds ; dividends January and July. Due in 1913.

\$8,000 Pittsburg city 5 per cent bonds ; dividends January and July. Due in 1913.

\$19,000 Louisiana State 6's ; dividends January and July.

\$10,000 New Orleans city 6's ; dividends January and July.

\$875 cash.

Amounting in all to one million of dollars. These stocks are all of the very highest character for security, and the dividends are certain to be promptly paid.

The principal sum of one million dollars, given by my first letter of trust, is still intact ; the interest on which being added to that of my present gift makes the annual revenue of the Trust upwards of one hundred and thirty thousand dollars ; a sum which, in the opinion of your honorable Chairman and your General Agent, is amply sufficient to meet all the requirements of the Trust, without infringing upon the capital, until the time arrives for the final distribution, as before stated.

In addition to the foregoing, I give to you Florida 6 per cent bonds, which, with overdue coupons, amount to about \$384,000.

These bonds, like the Mississippi bonds in my first gift, must before many years be paid.

The territory of Florida obtained the money on these bonds in Europe at about par, and loaned it to the Union Bank as capital.

The territory received for some time a high rate of interest, but, after the bank suspended, paid the bondholders nothing, but referred them to the Union Bank, saying, "Obtain what you can from the Union Bank, and it will then be time enough to come to us." Large amounts of

these bonds were purchased by planters at about fifty per cent, and used to pay mortgages held by the Union Bank, until there was nothing more left to be paid; and the small amount of these bonds now outstanding (not exceeding, I believe, two millions of the original bonds) must, I think, before long induce Florida, as an act of justice long delayed, to make provision for their payment.

All the stocks I have given as above are to be held in trust by yourselves and your successors, for the same purposes and under the same conditions as the funds given you by my original letter creating your trust.

I do this with the earnest hope and in the sincere trust, that, with God's blessing upon the gift and upon the deliberations and future action of yourselves and your General Agent, it may enlarge the sphere of usefulness already entered upon and prove a permanent and lasting boon, not only to the Southern States, but to the whole of our dear country, which I have ever loved so well, but never so much as now in my declining years, and at this time (probably the last occasion I shall ever have to address you) as I look back over the changes and the progress of nearly three quarters of a century. And I pray that Almighty God will grant to it a future as happy and noble in the intelligence and virtues of its citizens, as it will be glorious in unexampled power and prosperity.

I am, with great respect,

Your humble servant,

GEORGE PEABODY.

SALEM, June 29, 1869.

On motion of Bishop McILVAINE, the letter was referred to Gov. GRAHAM, Gov. AIKEN, and Mr. WATSON, who reported the following Resolutions,

which, after remarks by Gov. AIKEN, Gov. GRAHAM, and Bishop McILVAINE, were unanimously adopted by rising:—

Resolved, By the Trustees of the Peabody Education Fund, that we receive with the highest gratification the letter of our munificent friend, Mr. PEABODY, announcing so large an addition to our means for carrying on his noble designs for education in the Southern States; that we thankfully recognize in this act, as well as in the express language of his letter, his approbation of the policy we have thus far pursued, and his appreciation of the success thus far achieved; and that we hasten to assure him of our deep sense of the great liberality and wisdom of his endowment, and of our warm personal gratitude for the confidence he has reposed in us.

Resolved, That in accepting this second princely gift, we pledge ourselves to proceed in the execution of the trust committed to us, with renewed resolution that nothing on our part shall be wanting to secure the entire success of an enterprise so full of interest and importance in itself, and which cannot fail to produce the most valuable and lasting influences upon the harmony and welfare of our whole country.

Resolved, That we heartily and affectionately congratulate Mr. PEABODY on being permitted to return in safety to his native land to fulfil this cherished purpose of his heart; and that we implore our Heavenly Father that his strength may be restored and his life spared until he shall have witnessed still more of the fruits of his beneficent plans, and shall have enjoyed still longer the respect and gratitude of his country and of the world.

Resolved, That these Resolutions be communicated to Mr. PEABODY, with the signatures of all the Trustees present

at this meeting, and that our excellent General Agent, Dr. SEARS, be invited to affix his name with ours, in attestation of the gratification and gratitude which are common to us all.

The Treasurer, Mr. WETMORE, submitted the following Resolutions, which were adopted:—

Resolved, That in consequence of the non-receipt by the Treasurer of Requisition No. 5, for \$16,100, being the amount of the recommendation for appropriation accompanying the same, and confirmed by vote of the Executive Committee in Baltimore in January, 1869; the Treasurer be and hereby is authorized to pass to the credit of BARNAS SEARS' appropriation account the said sum of \$16,100, and for which this shall be his sufficient voucher, without further submission to the Executive and Finance Committee.

Resolved, That the Treasurer be furnished with a copy of the foregoing Resolution duly certified by the Chairman and Secretary of the Board, and by the General Agent, with a copy of the Requisition herein referred to.

The Chairman stated that the Trustees were not only provided with accommodations for their business meeting by Mr. GEORGE PEABODY WETMORE, but that he had also invited the Board to dine with him at five o'clock, to meet Mr. PEABODY, who was passing a few days with him. The Chairman was requested to thank him in behalf of the Board and to accept the invitation for them all.

On motion of Gov. CLIFFORD it was

Resolved, That the Secretary and Mr. MACALESTER be and are hereby authorized to receive from Mr. PEABODY the securities which he has this day added to the Peabody Education Fund, at such time as Mr. PEABODY may indicate,

to be deposited by them in the vaults or safe of the Fidelity Insurance and Safe Deposit Company of Philadelphia.

On motion of Gov. CLIFFORD it was

Resolved, That the Chairman, Gov. AIKEN, and Gov. GRAHAM, be requested to wait upon Mr. PEABODY, to present the Resolutions which have been adopted by the Board, and to invite him to be present during the closing prayer by Bishop McILVAINE.

Mr. PEABODY, in accordance with the invitation, came down from the chamber, to which serious ill-health had confined him, to join the Trustees, and briefly addressed them; after which, and after prayer by Bishop McILVAINE, the meeting was dissolved.

[GEORGE PEABODY, the Founder of this Trust, sailed in the 'Scotia,' for Liverpool, on the 29th of September, and died in London on the 4th of November, 1869. His remains, after resting for a few days in Westminster Abbey, were brought to the United States, by order of the Queen, in H. B. M. iron-clad Steamer, 'Monarch,' which was accompanied by the U. S. ship of war, 'Plymouth.' After being the subject of sumptuous ceremonies at Portland, Maine, where the ships arrived, they were buried, agreeably to his own wish, in his family tomb, in 'Harmony Grove' Cemetery, in Danvers, on the 8th of February, 1870. The Annual Meeting of the Trustees, which had been fixed for the 20th of January, was postponed until after the funeral should have taken place, and a large number of the members of the Board assembled at Danvers to unite in paying the last tribute to their venerated and beloved friend. The services took place in the Congregational Meeting-House at Peabody, formerly South Danvers, where the Chairman of this Board, by invitation of the Committee of Arrangements of his native place, delivered the following Eulogy:]

EULOGY
ON
GEORGE PEABODY
BY
HON. ROBERT C. WINTHROP.

WHILE I have been unwilling, my friends, wholly to decline the request of your Committee of Arrangements, or to seem wanting to any service which might, perchance, have gratified him, whom, in common with you all, I have so honored and loved,—I have still felt deeply, and I cannot help feeling, at this moment, more deeply than ever before, that any words of mine or of others might well have been spared on this occasion.

The solemn tones of the organ, the plaintive notes of the funeral chant, the consoling lessons of the Sacred Scriptures, the fervent utterances of prayer and praise,—these would have seemed to me the only appropriate—I had almost said, the only endurable—interruptions of the silent sorrow which befits a scene like this.

Even were it possible for me to add any thing, worth adding, to the tributes on both sides of the ocean, which already have well-nigh exhausted the language of eulogy,—the formal phrases of a detailed memoir, or of a protracted and studied panegyric, would congeal upon my lips, and fall frozen upon the ears and hearts of all whom I address, in presence of the lifeless form of one, who has so long been the support, the ornament, the dear delight, of this village of his nativity.

We cannot, indeed, any of us, gather around these cherished remains, and prepare to commit them, tenderly and affectionately, to their mother earth, without a keen sense of personal affliction and bereavement. He was too devoted and loving a brother; he was too kind and thoughtful a kinsman; he was too genial and steadfast a friend, not to be missed and mourned by those around me, as few others have ever been missed and mourned here before. I am not insensible to my own full share of the private and the public grief which pervades this community.

And yet, my friends, it is, by no means, sorrow alone, which may well be indulged by us all at such an hour as this. Other emotions, I hazard nothing in saying, far other emotions besides those of grief, are, even now, rising and swelling in all our hearts,—emotions of pride, emotions of joy, emotions of triumph.

Am I not right? How could it be otherwise? What a career has that been, of which the final scene is now, at length, before us! Who can contemplate its rise and progress, from the lowly cradle in this South Parish of old Danvers—henceforth to be known of all men by his name—to the temporary repose in Westminster Abbey, followed by that august procession across the Atlantic, whose wake upon the waters will glow and sparkle to the end of time, growing more and more luminous with the lapse of years,—who, I say, can contemplate that career, from its humble commencement to its magnificent completion, without an irrepressible thrill of admiration, and almost of rapture?

Who, certainly, can contemplate the immediate close of this extraordinary life without rejoicing, not only that it was so painless, so peaceful, so happy in itself; not only that it was so providentially postponed until he had been enabled, once more, to revisit his native land, to complete

his great American benefactions, to hold personal intercourse with those friends at the South for whose welfare the largest and most cherished of those benefactions was designed, and to take solemn leave of those to whom he was bound by so many ties of affection or of blood,—but that it occurred at a time, and under circumstances, so peculiarly fortunate for attracting the largest attention, and for giving the widest impression and influence, to his great and inspiring example?

For this, precisely this, as I believe, would have been the most gratifying consideration to our lamented friend himself, could he have distinctly foreseen all that has happened, since he left you a few months since. Could it have been foretold him, as he embarked, with feeble strength and faltering steps, on board his favorite 'Scotia,' at New York, on the 29th of September last, not merely that he was leaving kinsfolk and friends and native land for the last time, but that hardly four weeks would have elapsed, after his arrival at Liverpool, before he should be the subject of funeral honors, by command of the Queen of England, and should lie down, for a time, beneath the consecrated arches of that far-famed Minster, among the kings and counsellors of the earth;—could it have been foretold him, that his acts would be the theme of eloquent tributes from high prelates of the Church, and from the highest Minister of the Crown, and that Great Britain and the United States—not always, nor often, alas! in perfect accord—should vie with each other in furnishing their proudest national ships to escort his remains over the ocean, exhibiting such a funeral fleet as the world, in all its history, had never witnessed before;—could all this have been whispered in his ear, as it was catching those last farewells of relatives and friends,—he must, indeed, have been more than mortal, not to have experienced

some unwonted emotions of personal gratification and pride.

But I do believe, from all I have ever seen or known of him, — and few others, at home or abroad, have of late enjoyed more of his confidence, — that far, far above any feelings of this sort, his great heart would have throbbed, as it never throbbed before, with gratitude to God and man, that the example which he had given to the world, — by employing the wealth which he had accumulated, during a long life of industry and integrity, in relieving the wants of his fellow-men wherever they were most apparent to him ; in providing lodgings for the poor of London ; in providing education for the children of our own desolated South ; in building a Memorial Church for the parish in which his mother had worshipped ; in founding or endowing institutes and libraries and academies of science in the town in which he was born, in the city in which he had longest resided, and in so many other places with which, for a longer or a shorter time, he had been connected, — that this grand and glorious example, of munificence and beneficence, would thus be so signally held up to the contemplation of mankind, in a way not only to commend it to their remembrance and regard, but to command for it their respect and imitation. This, I feel assured, he would have felt to be the accomplishment of the warmest wish of his heart ; the consummation of the most cherished object of his life.

Our lamented friend was not, indeed, without ambition. He not only liked to do grand things, but he liked to do them in a grand way. We all remember those sumptuous and princely banquets, with which he sometimes diversified the habitual simplicity and frugality of his daily life. He was not without a decided taste for occasional display, — call it even ostentation, if you will. We certainly may not

ascribe to him a pre-eminent measure of that sort of charity which shuns publicity, which shrinks from observation, and which, according to one of our Saviour's well-remembered injunctions, "doeth its alms in secret." He may, or he may not, have exercised as much of this kind of beneficence, as any of those in similar condition around him. I fully believe that he did. We all understand, however, that

"Of that best portion of a good man's life,
His little, nameless, unremembered acts
Of kindness and of love,"

there can be no record except on high, — or in the grateful hearts of those who have been aided and relieved. That record shall be revealed hereafter. The world can know little or nothing of it now.

But any one must perceive, at a glance, that the sort of charity which our lamented friend illustrated and exercised, was wholly incompatible with concealment or reserve. The great Trusts which he established, the great Institutions which he founded, the capacious and costly Edifices which he erected, were things that could not be hid, which could not be done in a corner. They were, in their own intrinsic and essential nature, patent to the world's eye. He could not have performed these noble acts in his lifetime, as it was his peculiar choice to do, and as it will be his peculiar distinction and glory to have done, without suffering himself "to be seen of men;" without being known, and recognized, and celebrated as their author. He must have postponed them all, as others have done, for posthumous execution; he must have refrained from parting with his millions until death should have wrested them from a reluctant grasp, — had he shrunk from the notoriety and celebrity which inevitably attend upon such a career.

He did not fail to remember, however, — for he was no

stranger to the Bible, — that there were at least two modes of doing good commended in Holy Writ. He did not forget, that the same glorious gospel, nay, that the same incomparable Sermon on the Mount, which said, "Let not thy left hand know what thy right hand doeth," said, also, "Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven." This, this might almost be regarded as the chosen motto of his later life, and might, not inappropriately, be inscribed as such on his tombstone.¹

Certainly, my friends, his light has shone before men. Certainly, they have seen his good works. And who shall doubt that they have glorified his Father which is in heaven? Yes, glory to God, glory to God in the highest, has, I am persuaded, swollen up from the hearts of millions, in both hemispheres, with a new fervor, as they have followed him in his grand circumnavigation of benevolence, and as they have witnessed, one after another, his multifold and magnificent endowments. And his own heart, I repeat, would have throbbed and thrilled, as it never thrilled or throbbed before, with gratitude to God and man, could he have foreseen that the matchless example of munificence, which it had been the cherished aim of his later years to exhibit, would be rendered, as it has now been rendered, so signal, so inspiring, so enduring, so immortal, by the homage which has been paid to his memory by the princes and potentates, as well as by the poor, of the Old World, and by the government and the whole people of his own beloved Country.

I have spoken of the exhibition of this example, as having been the cherished aim of his later years ; but I am

¹ The Text, with other words from Mr. PEABODY'S own lips, given on the next page, were soon afterwards inscribed, by direction of Dean Stanley, on the pavement of Westminster Abbey, where the remains had rested.

not without authority for saying, that it was among the fondest wishes of his whole mature life. I cannot forget, that, in one of those confidential consultations with which he honored me some years since, after unfolding his plans, and telling me substantially all that he designed to do,— for almost every thing he did was of his own original designing,— and when I was filled with admiration and amazement at the magnitude and sublimity of his purposes, he said to me, with that guileless simplicity which characterized so much of his social intercourse and conversation, “ Why, Mr. Winthrop, this is no new idea to me. From the earliest years of my manhood, I have contemplated some such disposition of my property ; and I have prayed my Heavenly Father, day by day, that I might be enabled, before I died, to show my gratitude for the blessings which He has bestowed upon me, by doing some great good to my fellow-men.”

Well has the living Laureate of England sung, in one of his latest published poems, —

“ More things are wrought by prayer
Than this world dreams of.”

That prayer has been heard and answered. That noble aspiration has been more than fulfilled. The judgment of the future will confirm the opinion of the hour ; and History, instead of contenting herself with merely enrolling his name, in chronological or alphabetical order, as one among the many benefactors of mankind, will assign him — unless I greatly mistake her verdict — a place by himself, far above all competition or comparison, first without a second, as having done the greatest good for the greatest number of his fellow-men, — so far, at least, as pecuniary means could accomplish such a result, — of which there has thus far been any authentic record in merely human annals.

It would afford a most inadequate measure of his munificence, were I to sum up the dollars or the pounds he has distributed ; or the number of persons whom his perennial provisions, for dwellings or for schools, will have included, in years to come, on one side of the Atlantic or the other. Tried even by this narrow test, his beneficence has neither precedent nor parallel. But it is, as having attracted and compelled the attention of mankind to the beauty, the nobleness, the true glory of living and doing for others ; it is, as having raised the standard of munificence to a degree which has almost made it a new thing in the world ; it is, as having exhibited a wisdom and a discrimination in selecting the objects, and in arranging the machinery, of his bounty, which almost entitle him to the credit of an inventor ; it is, as having, in the words of the brilliant Gladstone, "taught us how a man may be the master of his fortune, and not its slave ;" it is, as having discarded all considerations of caste, creed, condition, nationality, in his world-wide philanthropy, regarding nothing human as alien to him ; it is, as having deliberately stripped himself in his lifetime of the property he had so laboriously acquired ; delighting as much in devising modes of bestowing his wealth, as he had ever done in contriving plans for its increase and accumulation ; literally throwing out his bags like some adventurous aëronaut, who would mount higher and higher to the skies ; and really exulting as he calculated, from time to time, how little of all his laborious earnings he had at last left for himself ; it is, as having furnished this new and living and magnetic example, which can never be lost to history, never be lost to the interests of humanity, never fail to attract, inspire, and stimulate the lovers of their fellow-men, as long as human wants and human wealth shall co-exist upon the earth, — it is in this way, that our lamented friend has attained a pre-eminence

among the benefactors of his age and race, like that of Washington among patriots, or that of Shakespeare or Milton among poets.

I do not altogether forget those Mæcenases of old, whom philosophers and poets have so delighted to extol. I do not forget the passing tribute of the great Roman orator to one of the publicans of his own period, as having displayed an incredible benignity in amassing a vast fortune, not "as the prey of avarice, but as the instrument of doing good." I do not forget the founders of the Royal Exchange in London, and of the noble hospital in Edinburgh; the princely merchant of Queen Elizabeth's day, or the "Jingling Geordie" of England's first King James. I do not forget how strikingly Edmund Burke foreshadowed our lamented friend, when he said of one of his own contemporaries, "His fortune is among the largest,—a fortune which, wholly unencumbered, as it is, without one single charge from luxury, vanity, or excess, sinks under the benevolence of its dispenser. This private benevolence, expanding itself into patriotism, renders his whole being the estate of the public, in which he has not reserved a *peculium* for himself, of profit, diversion, or relaxation." I do not forget the Baron de Monthyon, of France, whose noble benefactions are annually distributed by the Imperial Academy, and whose portrait has been combined with that of our own Franklin on a medal commemorative of their kindred beneficence. I recall, too, the refrain of an ode to a late munificent English duke, on the erection of his statue at Belvoir Castle, which might well have been sung again, when Story's statue of our friend was so gracefully unveiled by the Prince of Wales, —

"Oh, my brethren, what a glory
To the world is one good man!"

Nor do I fail to remember the long roll of benefactors, dead

and living, of whom our own age, and our own country, and our mother country, — New England and Old England, — may so justly boast. But no one imagines that either Caius Curius, or Sir Thomas Gresham, or George Heriot, or Sir George Savile, or any duke of Rutland, or Monthyon, or Franklin, or Smithson, or any of the later and larger benefactors of our own time or land, can ever vie in historic celebrity, as a practical philanthropist, with him whom we bury here to-day.

Think me not unmindful, my friends, that, for the manifestation of a true spirit of benevolence, two mites will suffice as well as untold millions, — a cup of cold water, as well as a treasure-house of silver and gold. Think me not unmindful, either, of the grand and glorious results, for the welfare of mankind, which have been accomplished by purely moral or religious influences ; by personal toil and trust, by the force of Christian character and example, by the exercise of some great gifts of intellect or eloquence, by simple self-devotion and self-sacrifice, without any employment whatever of pecuniary means ; — by missionaries in the cause of Christ, by reformers of prisons and organizers of hospitals, by Sisters of Charity, by visitors of the poor, by champions of the oppressed ; by such women as Elizabeth Fry and Florence Nightingale, and such men as John Howard and William Wilberforce ; or, to go further back in history, by men like our own John Eliot, the early apostle to the Indians, or like that sainted Vincent de Paul, whose memory has been so justly honored in France for more than two centuries. But philanthropy of this sort, I need not say, stands on a somewhat different plane, and cannot fairly enter into this comparison.

It is enough to say of our lamented friend, as we have seen and known him of late, that in him were united — as rarely, if ever, before — the largest desire and the

largest ability to do good ; that his will was, at least, commensurate with his wealth ; and that nothing but the limited extent of even the most considerable earthly estate prevented his enjoying the very antepast of celestial bliss :—

“For when the power of imparting good
Is equal to the will, the human soul
Requires no other heaven.”

And now, my friends, what wonder is it, that all that was mortal of such a man has come back to us, to-day, with such a convoy, and with such accompanying honors, as well might have befitted some mighty conqueror, or some princely hero ? Was he not, indeed, a conqueror ? Was he not, indeed, a hero ? Oh ! it is not on the battle-field, or on the blood-stained ocean, alone, that conquests are achieved and victories won. There are battles to be fought, there is a life-long warfare to be waged, by each one of us, in our own breasts, and against our own selfish natures. And what conflict is harder than that which awaits the accumulator of great wealth ! Who can ever forget, or remember without a shudder, the emphatic testimony to the character of that conflict, which was borne by our blessed Saviour,—who knew what was in man better than any man knows it for himself,—when He said, “How hardly shall they that have riches enter into the kingdom of God ;” and when he bade that rich young man, “Sell all that he had and distribute to the poor, and then come and follow him” !

It would be doing grievous injustice to our lamented friend, were we to deny or conceal that there were elements in his character which made his own warfare, in this respect, a stern one. He was no stranger to the love of accumulation. He was no stranger to the passion for gain-

ing and saving and hoarding. There were in his nature the germs, and more than the germs, of economy, and even of parsimony; and sometimes they would sprout, and spring up, in spite of himself. Nothing less strong than his own will, nothing less indomitable than his own courage, could have enabled him, by the grace of God, to strive successfully against that greedy, grudging, avaricious spirit, which so often besets the talent for acquisition. In a thousand little ways, you might perceive, to the last, how much within him he had contended against, how much within him he had overcome and vanquished. All the more glorious and signal was the victory! All the more deserved and appropriate are these trappings of triumph, with which his remains have been restored to us! You rob him of his richest laurel, you refuse him his brightest crown, when you attempt to cover up or disguise any of those innate tendencies, any of those acquired habits, any of those besetting temptations, against which he struggled so bravely and so triumphantly. Recount, if you please, every penurious or mercenary act of his earlier or his later life, which friends have ever witnessed, — if they have ever witnessed any, — or which malice has ever whispered or hinted at, — and malice, we know, has not spared him in more ways than one, — and you have only added to his titles to be received and remembered as a hero and a conqueror.

As such a conqueror, then, you have received him from that majestic turreted Iron-clad, which the gracious monarch of our motherland has deputed as her own messenger to bear him back to his home. As such a conqueror, you have canopied his funeral car with the flag of his country; — ay, with the flags of both his countries, between whom I pray God that his memory may ever be a pledge of mutual forbearance and affectionate regard. As such a

conqueror, you mark the day and the hour of his burial by minute-guns, and fire a farewell shot, it may be, as the clods of his native soil are heaped upon his breast.

We do not forget, however, amidst all this martial pomp, how eminently he was a man of peace ; or how earnestly he desired, or how much he had done, to inculcate a spirit of peace, national and international. I may not attempt to enter here, to-day, into any consideration of the influence of his specific endowments, at home or abroad, American or English ; but I may say, in a single word, that I think history will be searched in vain for the record of any merely human acts, recent or remote, which have been more in harmony with that angelic chorus, which, just as the fleet, with this sad freight, had entered on its funeral voyage across the Atlantic, the whole Christian World was uniting to ring back again to the skies from which it first was heard ; any merely human acts, which while, as I have said, they have waked a fresh and more fervent echo of "Glory to God in the highest," have done more to promote "Peace on earth and good-will towards men."

Here, then, my friends, in this home of his infancy, where, seventy years ago, he attended the common village school, and served his first apprenticeship as a humble shop-boy ; — here, where, seventeen years ago, his first large public donation was made, accompanied by that memorable sentiment, "Education : a debt due from present to future generations ;" — here, where the monuments and memorials of his affection and his munificence surround us on every side, and where he had chosen to deposit that unique enamelled portrait of the Queen, that exquisite gold medal, the gift of his Country, that charming little autograph note from the Empress of France, that imperial photograph of the Pope, inscribed by his own hand, and whatever other tributes had been most precious to him in

life ;— here, where he has desired that his own remains should finally repose, near to the graves of his father and mother, enforcing that desire by those touching words, almost the last which he uttered, “ Danvers, — Danvers, — don't forget,” — here let us thank God for his transcendent example ; and here let us resolve, that it shall neither fail to be treasured up in our hearts, and sacredly transmitted to our children and our children's children, nor be wholly without an influence upon our own immediate lives. Let it never be said that the tomb and the trophies are remembered and cherished, but the example forgotten or neglected.

I may not longer detain you, my friends, from the sad ceremonies which remain to be performed by us ; yet I cannot quite release you until I have alluded, in the simplest and briefest manner, to an incident of the last days, and almost the last hours, of this noble life, which has come to me from a source which cannot be questioned. While he was lying, seemingly unconscious, on his death-bed in London, at the house of his kind friend, Sir Curtis Lampson, and when all direct communication with him had been for a time suspended, it was mentioned aloud in his presence, in a manner, and with a purpose, to test his consciousness, that a highly valued acquaintance had called to see him ; but he took no notice of the remark. Not long afterwards, it was stated in a tone loud enough for him to hear, that the Queen herself had sent a special telegram of inquiry and sympathy ; but even that failed to arouse him. Once more, at no long interval, it was remarked, that a faithful minister of the Gospel, with whom he had once made a voyage to America, was at the door ;¹ and his attention was instantly attracted. That ‘good

¹ Rev. Thomas Nolan, D.D., Rector of St. Anne's, Brunswick Square, London.

man,' as he called him with his latest breath, was received by him, and prayed with him, more than once. "It is a great mystery," he feebly observed, "but I shall know all soon;" while his repeated Amens gave audible and abundant evidence that those prayers were not lost upon his ear or upon his heart. The friendships of earth could no longer soothe him. The highest honors of the world,—the kind attentions of a Sovereign whom he knew how to respect, admire, and love,—could no longer satisfy him. The ambassador of Christ was the only visitor for that hour.

Thus, we may humbly hope, was at last explained and fulfilled for him, that mysterious saying of one of the ancient prophets of Israel, which he had heard many years before, as the text of a sermon by one whom he knew and valued;¹ which had long lingered in his memory; and which, by some force of association or reflection, had again and again been recalled to his mind, and more than once, in my own hearing, been made the subject of his remark: "And it shall come to pass in that day, that the light shall not be clear nor dark; but it shall be one day which shall be known to the Lord, not day, nor night: but it shall come to pass, that at evening time it shall be light."

At evening time, it was, indeed, light for him. And who shall doubt, that when another morning shall break upon his brow, it shall be a morning without clouds,—all light, and love, and joy,—for "the glory of God shall lighten it, and the Lamb shall be the light thereof"!

And so I bid farewell to thee, brave, honest, noble-hearted friend! The village of thy birth weeps, to-day,

¹ Rev. Dr. Lothrop, Pastor of Brattle-Street Church, Boston.

for one who never caused her pain before. The 'Flower of Essex' is gathered at thy grave. Massachusetts mourns thee as a son who has given new lustre to her historic page; and Maine, not unmindful of her joint inheritance in the earlier glories of the parent State, has opened her noblest harbor, and draped her municipal halls with richest, saddest robes, to do honor to thy remains. New England, from mountain-top to farthest cape, is in sympathy with the scene, and feels the fitness that the hallowed memories of 'Leyden'¹ and 'Plymouth' — the refuge and the rock of her Pilgrim Fathers — should be associated with thy obsequies. This great and glorious Nation, in all its restored and vindicated union, partakes the pride of thy life and the sorrow of thy loss. In hundreds of schools of the desolated South, the children, even now, are chanting thy requiem and weaving chaplets around thy name. In hundreds of comfortable homes, provided by thy bounty, the poor of the grandest city of the world, even now, are breathing blessings on thy memory. The proudest shrine of Old England has unlocked its consecrated vaults for thy repose. The bravest ship of a Navy 'whose march is o'er the mountain waves, whose home is on the deep,' has borne thee as a conqueror to thy chosen rest; and, as it passed from isle to isle, and from sea to sea, in a circumnavigation almost as wide as thy own charity, has given new significance to the memorable saying of the great funeral orator of antiquity: "Of illustrious men, the whole earth is the sepulchre; and not only does the inscription upon columns in their own land point it out, but in that also which is not their own, there dwells with every one an unwritten memorial of the heart."

¹ The 'Leyden' was the flag-boat of Admiral Farragut, who commanded the U. S. Monitors assembled at Portland to receive the funeral fleet.

And now, around thee, are assembled, not only surviving schoolmates and old companions of thy youth, and neighbors and friends of thy maturer years, but votaries of Science, ornaments of Literature, heads of Universities and Academies, foremost men of Commerce and the Arts, ministers of the Gospel, delegates from distant States and rulers of thy own State, all eager to unite in paying such homage to a career of grand but simple Beneficence, as neither rank nor fortune nor learning nor genius could ever have commanded. Chiefs of the Republic, representatives and more than representatives of Royalty,¹ are not absent from thy bier. Nothing is wanting to give emphasis to thy example. Nothing is wanting to fill up the measure of thy fame.

But what earthly honor — what accumulation of earthly honors — shall compare for a moment with the supreme hope and trust which we all humbly and devoutly cherish at this hour, that when the struggles and the victories, the pangs and the pageants, of time shall all be ended, and the great awards of eternity shall be made up, thou mayest be found among those who are “more than conquerors, through Him who loved us”!

And so we bid thee farewell, brave, honest, noble-hearted Friend of Mankind!

¹ H. R. H. PRINCE ARTHUR, and H. B. M. Minister Plenipotentiary, Sir EDWARD THORNTON, were among those from a distance who were present on the occasion.

EIGHTH MEETING OF THE TRUSTEES.

WASHINGTON, Feb. 15, 1870.

THE Trustees of the Peabody Education Fund met at the Arlington House, Washington, at two o'clock P.M., Feb. 15, 1870.

Present: Hon. ROBERT C. WINTHROP, of Massachusetts; Hon. HAMILTON FISH, of New York; Rt. Rev. CHARLES P. McILVAINE, of Ohio; Admiral D. G. FARRAGUT, of the United States Navy; Hon. JOHN H. CLIFFORD, of Massachusetts; Hon. W. A. GRAHAM, of North Carolina; CHARLES MACALESTER, Esq., of Pennsylvania; GEORGE W. RIGGS, Esq., of Washington; SAMUEL WETMORE, Esq., of New York; GEORGE N. EATON, Esq., of Maryland; and the Rev. Dr. SEARS, of Virginia, the General Agent of the Board.

In the absence of the Secretary (GEORGE PEABODY RUSSELL, Esq.), Dr. SEARS was appointed Secretary *pro tem*.

On taking the Chair, the President of the Board (Hon. ROBERT C. WINTHROP) delivered the following

ADDRESS:

GENTLEMEN OF THE BOARD OF TRUSTEES OF THE PEABODY EDUCATION FUND:

When the day of our Annual Meeting was fixed at Baltimore in January of the last year, we were not without

some hope that our munificent Founder might be personally present here with us at this meeting ; and we were encouraged in this hope when so many of us met him last summer at the special meeting, which was held, at his request, at Newport. But God has ordered it otherwise ; and my first duty, in taking the Chair, to-day, is to announce to the Board, officially, an event, of which you are all, as individuals, but too well informed.

Mr. PEABODY died in London on the 4th of November last ; and his remains, after reposing for a time in Westminster Abbey, have been entombed, agreeably to his own desire, in the cemetery of his native town in Massachusetts.

Our meeting, which was appointed for the 20th of January, has been deferred until now, as you know, in order to allow those of us who were able to do so, to be present at his funeral. Having been called on to deal publicly with his character and general career, on that occasion, I shall leave it to others of our number, to-day, to pay to his memory such tributes of personal gratitude, respect, and affection, as they may think appropriate to this meeting.

I may be pardoned, however, if, before inviting such expressions from any of those around me, I pass rapidly in review the proceedings of this Board, so far as we have gone, during the life which has now closed ; for the purpose of recalling to your thoughts all that our lamented friend has done for the great cause which he has committed to our charge, and of communicating to you, almost from his own lips, the hopes and wishes which he cherished to the last in regard to our future course.

The full term of three years has just expired since this Board was originally organized. The letter of Mr. PEABODY announcing the endowment and creating the Trust bears date "Washington, Feb. 7, 1867."

That memorable and noble letter, after referring to "the

educational needs of those portions of our beloved and common country which have suffered from the destructive ravages, and the not less disastrous consequences, of civil war," contained the following passage, which furnishes the key-note of his whole design, and which must ever give a controlling direction to all our proceedings:—

"I feel most deeply, therefore, that it is the duty and privilege of the more favored and wealthy portions of our nation to assist those who are less fortunate; and, with the wish to discharge, so far as I am able, my own responsibility in this matter, as well as to gratify my desire to aid those to whom I am bound by so many ties of attachment and regard, I give to you, gentlemen, most of whom have been my personal and especial friends, the sum of One Million of Dollars, to be by you and your successors held in trust, and the income thereof used and applied in your discretion for the promotion and encouragement of intellectual, moral, or industrial education among the young of the more destitute portions of the Southern and South-western States of our Union; my purpose being that the benefits intended shall be distributed among the entire population, without other distinction than their needs and the opportunities of usefulness to them."

On the day following the date of this letter, ten of our number—whom, at Mr. PEABODY'S request, I had invited to meet him in this city—assembled at Willard's Hotel; and there, in presence of Mr. PEABODY himself, accepted the obligations prescribed by his letter, and inaugurated the work committed to us. Our proceedings on that occasion, however, were purely preliminary and formal.

On the 19th of March following, the Board held their first business meeting, in the city of New York, and devoted four days, in company with Mr. PEABODY, to the consideration and adoption of the plans which have since been

carried out. Those plans were ultimately embodied in the three following Resolutions, which were unanimously adopted by the Board:—

“1. *Resolved*, That, for the present, the promotion of primary or common-school education, by such means or agencies as now exist or may need to be created, be the leading object of the Board in the use of the Fund placed at its disposal.

“2. *Resolved*, That, in aid of the above general design, and as promotive of the same, the Board will have in view the furtherance of Normal-School education for the preparation of teachers, as well by the endowment of scholarships in existing Southern institutions, as by the establishing of Normal Schools, and the aiding of such Normal Schools as may now be in operation in the Southern and South-western States; including such measures as may be feasible, and as experience shall dictate to be expedient, for the promotion of education in the application of science to the industrial pursuits of human life.

“3. *Resolved*, That a General Agent, of the highest qualifications, be appointed by the Board, to whom shall be intrusted, under an Executive Committee, the whole charge of carrying out the designs of Mr. PEABODY in his great gift, under such resolutions and instructions as the Board shall from time to time adopt.”

Under this last Resolution, our friend, Dr. SEARS, then President of Brown University, Rhode Island, was unanimously appointed the General Agent of the Board; and his letter accepting the appointment bears date the 30th of the same month. With that acceptance, the practical work committed to us may fairly be considered as having commenced.

How extensive and how successful that work has been, can only be ascertained by a careful perusal of Dr. SEARS'S

Reports. Three of those Reports are already in print, in the published proceedings of the Board, — the first of them presented at the meeting of the Trustees in Richmond, Virginia, on the 21st of January, 1868; the second presented at a meeting of the Trustees in New York, on the 16th of July, 1868; and the third presented at the meeting of the Trustees held at Baltimore, on the 21st of January, 1869.

I may say for myself, gentlemen, — and I am sure I may say for you all, — that we have enjoyed no adequate opportunity for fully appreciating the labors which have thus far been performed, and the results which have thus far been accomplished, by our General Agent, until these three reports, in connection with all the proceedings of the Board, were recently printed together for the use of the Trustees. And I should be wanting to my own feelings, and to my responsibilities both to the living and the dead, — as the organ at once of Mr. PEABODY and of this Board, — if I failed to give some formal and public expression to the gratification, and, I must say, the astonishment, I have experienced, on a deliberate examination of those Reports. The Report which is to cover the whole of the past year is still to be presented, and we shall soon have the satisfaction of listening to it. But I could not but feel, as I recently finished a second or a third reading of those which are already in print, that, if they had included a period twice, or even thrice, that which they do include, they would have afforded ample evidence of extraordinary diligence, of ardent devotion, of consummate practical wisdom, and of signal success.

This, I know, was the feeling of our lamented Founder and friend. You all remember, that, on the first day of July last, our Board held a special meeting at Newport, Rhode Island, at the immediate request of Mr. PEABODY.

He had informed me confidentially, before I took leave of him in London, in the previous summer, that he intended to visit his native country again, God willing, during the present year ; and that he should then make a considerable addition to our Fund. He was then strong and hopeful, and had great confidence that he might live at least ten years longer. But his health soon afterwards began to decline ; and, as the next spring opened, he was led to entertain serious apprehensions that he might not live even until another year. After a careful consultation with his medical advisers, he suddenly resolved to come over at once, and complete his designs.

On the very day of his arrival in Boston, he informed Dr. SEARS, Governor CLIFFORD, and myself, who had met him at the station, and accompanied him to the hospitable home of his friend, Mr. Dana, that the first desire of his heart, and that which he had crossed the Atlantic especially to gratify, was to meet our Board once more, and to increase our means for carrying on the great work in which we were engaged. He met us accordingly at Newport, and added a second million of dollars to our cash capital, besides adding largely to the deferred securities which he had included in the original donation ; all of which, he had the fullest faith, would, at no very distant day, become productive.

In the letter addressed to us, communicating this second princely gift, he used the following language : —

“ I have constantly watched with great interest and careful attention, the proceedings of your Board, and it is most gratifying to me now to be able to express my warmest thanks, for the interest and zeal you have manifested in maturing and carrying out the designs of my letter of trust, and to assure you of my cordial concurrence in all the steps you have taken.

“ At the same time, I must not omit to congratulate you,

and all who have at heart the best interests of this educational enterprise, upon your obtaining the highly valuable services of Dr. SEARS, as your General Agent, — services valuable, not merely in the organization of schools, and of a system of public education ; but in the good effect which his conciliatory and sympathizing course has had, wherever he has met or become associated with the communities of the South, in social or business relations.

“And I beg to take this opportunity of thanking, with all my heart, the people of the South themselves, for the cordial spirit with which they have received the Trust, and for the energetic efforts which they have made, in co-operation with yourselves and Dr. SEARS, for carrying out the plans which have been proposed and matured for the diffusion of the blessings of education in their respective States.”

This letter of Mr. PEABODY concluded as follows : —

“I do this with the earnest hope and in the sincere trust, that, with God’s blessing upon the gift and upon the deliberations and future action of yourselves and your General Agent, it may enlarge the sphere of usefulness already entered upon, and prove a permanent and lasting boon, not only to the Southern States, but to the whole of our dear country, which I have ever loved so well, but never so much as now in my declining years, and at this time (probably the last occasion I shall ever have to address you) as I look back over the changes and the progress of nearly three-quarters of a century. And I pray that Almighty God will grant to it a future as happy and noble in the intelligence and virtues of its citizens, as it will be glorious in unexampled power and prosperity.”

This second letter has, indeed, proved to be, as he himself anticipated, his last letter to this Board. But more than one of us have enjoyed opportunities, at a still later

day, of ascertaining his views and feelings in regard to our course. Our General Agent, as you know, spent many weeks in immediate attendance upon him, at the White Sulphur Springs, in Virginia, during the months of August and September last, and was in daily conversation and consultation with him as to our plans of proceeding. He will not fail to give us the results of those interviews. And I may add, that I was myself with him for several hours of the last three or four days before he finally embarked for Liverpool. And nothing, certainly, could have been more emphatic than his expressions, on these occasions, not only of interest in all we were doing, and of approbation of all we had done, but of earnest desire and confidence that we should adhere firmly to the policy and the plans which had thus far been adopted and pursued.

The common-school education of the children of the South,—“without other distinction than their needs and the opportunities of usefulness to them,” and with such incidental encouragement and support of Normal Schools as might secure an adequate supply of competent teachers,—this was the simple but grand design of Mr. PEABODY, in establishing the Trust committed to us; and he did not fail to enforce that design upon us in his latest conversations, as well as in his earlier public letters.

He understood perfectly, that this design was not to be carried out by buying any thing, or by building any thing. He saw clearly that the purchase of lots, and the erection of school-houses, for the children of so many States, would exhaust our funds long before our legitimate work could be commenced. He was fully persuaded, that the best way in which his munificent donation could be employed, under existing circumstances, for the greatest good of the greatest number, was by sending out our Agent, as a sort of missionary of education, with all the annual interest of

our Fund at his command, to help those who were willing to help themselves ; to eke out the insufficiencies of local appropriations ; to provide in succession for the immediate temporary wants of particular communities ; and, above all that mere money could do, to give them the advantage of the largest information, the highest practical wisdom, and the longest personal experience, in the work of education. He perceived that this was precisely what we had done, and he was more than satisfied.

He did not fail to understand that other kinds of education, besides that of common schools, were in need of encouragement in the Southern States. He would gladly have had aid afforded to their industrial schools, whenever it were practicable. He knew, too, that there were young men of the highest promise there, whom recent events had deprived of the means of entering on a collegiate course. He was not insensible to their claims. Nor was he without an earnest hope that his example might call forth some benefactor, for that precise exigency, from among those, in the Southern States themselves, whose fortunes had been comparatively unimpaired. But his own Fund he evidently considered as pledged, for the present, to "the young of the entire population," until some change of circumstances should render a change of policy expedient, or until, at the end of thirty years, it should be devoted to other purposes.

And, now, gentlemen, having had the benefit of his advice, his approbation, his cheering assistance and encouragement, for these three initiatory years of our work, we are called to enter upon a new term without him. It is a loss which we shall all deeply feel ; and which will be felt hardly less deeply, I think, by those who shall succeed us, when our places shall in turn become vacant. His wise counsels, his lofty and generous aims, his genial and

magnetic presence, can never be forgotten by those of us who have personally enjoyed them ; nor will they ever fail to inspire us with a determination to discharge the obligations we have assumed at his hands, in the spirit in which they were imposed upon us.

Let us hope that his memory, and his great commission, may be held equally sacred by all who shall come after us ; and that the faithful administration of this noble Trust, as long as it shall last, may fulfil all those wishes, which, living and dying, he so ardently cherished, for the prosperity and welfare of the Southern States, and for the harmony and happiness of our whole beloved country.

At the close of the foregoing address from the Chair, a Committee, consisting of Bishop McILVAINE of Ohio, Governor GRAHAM of North Carolina, and Mr. EATON of Maryland, was appointed to prepare a suitable notice of the death of Mr. PEABODY ; and this Committee, having retired for that purpose, soon afterwards returned, and reported, through Bishop McILVAINE, their Chairman, the following

RESOLUTIONS.

1. *Resolved*, That this Board, having been honored by our lamented and beloved friend, the late GEORGE PEABODY, with the trust of the greatest of his great gifts in America, do hereby record our profound veneration for his character and his eminent philanthropy, with our painful sense of the bereavement to his friends, and the loss to his country, occasioned by his death. Participating to the utmost in that appreciation of his worth and works which has united two great countries of kindred blood in such tributes to

his memory as were never paid before to individual merit, it is the privilege of those who knew him in the confidential relations of this great Trust, to speak with special testimony of that shining purity of motive, and of that careful consideration of duty to God and man, which gave birth, form, and direction to all his bountiful gifts. We take a mournful pleasure in recording our loving homage to a beneficence as admirable in heart as in deed ; so wise and comprehensive in the choice of its objects ; too thoughtful to be profuse, too maturely planned to be impulsive. Enlarged beyond all sectional and national boundaries, it has created a bond of peace between the North and South of his own land, and between them both, as one nation, and their venerated mother-land, which we pray may never be broken. His native country, which he so dearly loved, will fondly remember the son that so adorned her history ; whose institutions of learning and of general education he so enriched, and, after having given her children an example how inflexible integrity and unselfish enterprise may accumulate wealth, added the more-needed lesson, how, in their own lifetime, and by their own hands, it may be wisely and nobly dispensed ; who, by riches so obtained and used became the benefactor of nations in both hemispheres, and taught the poor in each to call him blessed ; whose most enduring monuments will be found in countless schools for the poor and ignorant, and in cheerful, comfortable homes for the destitute and wretched ; who, amidst all the flattering homage of the great and the applause of the multitude, preserved unblemished, to the end of a long career, the modest simplicity of life and manners inherited in his youth. It was fit that the mortal remains of such a man, having been attended by dignitaries of the Church, and ministers of the Crown of England, to a temporary resting-place assigned them among the sepul-

chres of the wise and great, should be carried by the joined hands of Great Britain and America, and with their united honors, to the burial he desired, in his own native village and near the graves of his father and mother.

2. *Resolved*, That for his well-ordered philanthropy and princely munificence he deserves to be ranked among heroes and sages, the inventors of useful arts, and the founders of States, the admitted benefactors of preceding ages, whose labors or contributions have marked eras in the amelioration and progress of mankind; and that his name and memory should be cherished among those of the great Americans who have given renown to their country and done good for its people.

3. *Resolved*, That, in the unexampled tributes which have been paid to the life and character of GEORGE PEABODY, we rejoice to recognize an emphatic testimony of nations and governments to the greatness of simple virtue and beneficent philanthropy,—especially in the faithful stewardship of riches,—which eminently redounds to their honor, and gives additional weight to a lesson of wisdom and duty for all generations.

4. *Resolved*, That this Board, deprived, by the afflicting dispensation of Divine Providence, of the advice and countenance of our departed friend and Founder, will ever remember our gratification on the last occasion of his presence with us, and especially in his satisfaction then expressed with our administration of his trust, not only in assuring words, but by the large addition then made thereto; teaching us to feel more than ever our responsibility to God for the talents committed to our care, while we look for guidance and blessing to Him from whom all good counsels and just works proceed.

The Resolutions having been read, and their adoption moved by Bishop McILVAINE, Governor

GRAHAM of North Carolina seconded the motion, and addressed the Board as follows:—

ADDRESS OF GOVERNOR GRAHAM.

Mr. CHAIRMAN,— Although funeral honors with all the ceremonies at the command of two great nations, and with the cordial approbation of the people of both, have been already paid to the Founder of this charity; and although by yourself and others the language of eulogy and panegyric upon his great acts of beneficence has been exhausted,—yet I beg leave to detain you a moment in seconding the Resolutions of the Committee reported by its venerable Chairman.

As the sole member of this Board who happens to be present from the vast region between this capital and the Rio Grande frontier,— a region for the relief and assistance of whose inhabitants his last and greatest donation was made,— I feel that silence would be an injustice approaching somewhat in criminality to a betrayal of my trust; and that the thousands of parents, and tens of thousands of children,— not a few of them orphans,— in this territory, who are the objects of his bounty, and their sympathizing friends everywhere, would feel that their voice had been suppressed in the general tribute of praise to his memory and that they had no proper representation in the Board of Trustees.

In their name and in their behalf, regretting the absence of our colleagues, Governor AIKEN of South Carolina, and Judge BRADFORD of Louisiana,— both, as I regret to learn, from ill-health,— I give my hearty assent to the declaration, that, for his well-ordered philanthropy and princely munificence, GEORGE PEABODY deserves to be ranked with heroes and sages, the inventors of useful arts, and the

founders of States, those benefactors of our species whose labors or contributions have signalized eras in the amelioration and progress of mankind ; and that his name and memory should be cherished among those of the great Americans who have given renown to their country, and done good for its people.

Assuming further to speak in their name, I render thanks to the Governments of Great Britain and the United States, representing the sincere and generous feeling of the people of both countries, and the State and Municipal authorities of Maine, in which his remains first reached the American shore, and of his native Commonwealth of Massachusetts, in which by his patriotic direction they were destined to final repose ; as well as to you, sir, and to the other members of this Board, who attended his final obsequies, for the very appropriate and imposing tributes of respect to his character which were paid in the long progress from Westminster Abbey to his native town, which furnishes his mausoleum, and shall perpetuate his name. Such offerings do honor to the living as well as to the dead : they but manifest the public and universal sense of his noble charities, and encourage others to like good works.

They tend, moreover, to curb the worse elements of our nature, and to the promotion of peace and good-will among men. And as in his death two great powers of common language and kindred blood have found a common subject of mourning, and, as it were, voyaged abreast and marched hand in hand to his tomb ; so let us trust, that, in the dispensations of Providence, the lately warring sections of our own country will be chastened of angry passions and jealousies, and be joined in new bonds of peace and union by common admiration of his example and gratitude for his beneficence in all future time. If the North shall indulge a commendable pride in the reflection that he was their

countryman, the South will venerate him as their neighbor, benefactor, and friend, who poured oil into the wounds of desolating war, and provided for the moral and intellectual wants of their children in the day of impoverishment and affliction.

The President (Mr. WINTHROP) then read the following letter from the Hon. WILLIAM AIKEN of South Carolina, in explanation of his absence from the meeting:—

LETTER OF GOVERNOR AIKEN.

CHARLESTON, S.C., Dec. 23, 1869.

MY DEAR MR. WINTHROP,— As the time for our Annual Meeting in Washington is near at hand, I write to say to you that I shall not be able to attend it. My cough still annoys me, and it would not do for me to go into a colder climate. This will be the first omission, and the one I most regret, as we are to assemble under peculiar and painful circumstances,— so soon after the death of our noble friend.

I saw a great deal of him at the White Sulphur Springs last summer, and I consider it a most important thing for me. I was by his bedside every day during six weeks ; and, although he was broken down by disease, I heard from his lips many wise suggestions.

I am really grateful that a kind Providence permitted him to visit a portion of the South before He called him to Himself, and thus allowed him to see how the Southern people appreciated him. It was quite impossible for any one to have received more kind-hearted and affectionate attention. Ah, it was real and true love and admiration of the man !

I shall always regret that he could not come to us in Carolina. It is a feeling of sorrow to all of us. But we hope he is receiving a far higher reward ; and, if the prayers of the Southern people avail any thing with our blessed Redeemer, he is certainly in His bosom.

Permit me to suggest to the Board of Trustees, that our next meeting should be in July, and at Danvers, where his body is interred. I think this would be a proper respect to his memory, and a most agreeable pilgrimage.

I remain, yours faithfully and sincerely,

WILLIAM AIKEN.

Hon. ROBERT C. WINTHROP.

The Rev. Dr. SEARS, the General Agent of the Board, having been called on by the President, then made the following remarks : —

REMARKS OF DR. SEARS.

It is very difficult in a few words to portray such a character as that we are called on to contemplate at this hour. Of the many thoughts clustering around the name we so venerate, utterance can be given to but one or two connected with my personal relations and intercourse with him.

It was at the White Sulphur Springs of Virginia that I saw him most and came to know him best. What was observable here, and witnessed daily for six weeks, was the *deep impression* which he made upon all who were introduced to him, including distinguished gentlemen and ladies from every Southern State. That peculiar look of his, all radiant with goodness ; that benignant smile ; those few and well-chosen words that always came from the heart, and went directly to the heart, — made every sympathizing

visitor (and all were such) feel that more character was here revealed in a few moments than they had ever witnessed, in like circumstances, before. Many of them said to me afterwards, that they prized the precious moments of those brief interviews more highly than any other of their lives. The tone of his conversation was so elevated, and yet so frank, simple, and cordial, that the wondering stranger, venturing into his presence with hesitancy, and often with timidity, withdrew with the warm affection of a personal friend.

What attracted the attention, and struck the minds of all, was the deep-seated and strong love which he bore to all mankind. For humanity, in its sufferings, he cherished, in an extraordinary degree, the feelings of a brother,—feelings that could express themselves in nothing short of stupendous deeds of charity. This all Southern men felt, when he crossed the boundary-line, now happily obliterated, between the North and the South, carrying with him all the kindness and good-will of which his great heart was capable, and sojourned among them as a friend; and in all that time never uttering a single word that a sensible man from any part of the country would regret to hear.

His whole bearing, while in Virginia, was in perfect keeping with the memorable words which accompanied the second great donation placed in your hands,—words spoken indeed to only a few, but worthy to be rung in the ears of the nation,—“This I give to the suffering South, for the good of the whole country.” Here we find the keynote to all his words and acts relating to the “Southern Education Fund.” This sentiment will be repeated, by parents and teachers, to every child that lisps his name in the southern part of our Republic, and will prove a bond of union at home like that which now, by the same unparalleled liberality, links the two continents together.

Already have the schools in Southern cities, aided by his Fund, shown their appreciation of his grand charity, by observing the day of his funeral on this continent, twining wreaths around his name on the walls of the school-room, commemorating his deeds and commending his example to the children for imitation.

The Resolutions were unanimously adopted, the members rising in their places; and it was then ordered, that the address of the President, with these Resolutions, and the remarks of Governor GRAHAM and Dr. SEARS, and the letter of Governor AIKEN, be entered upon the records of the Board.

On motion of Governor CLIFFORD, it was voted that the Board will enter on no other business on this occasion, so that the record of this day may stand as a simple tribute to the memory of our lamented friend and Founder.

Voted, to adjourn until half-past eleven o'clock to-morrow morning.



WEDNESDAY, Feb. 16, 1870.

The Board met at half-past eleven o'clock, agreeably to adjournment.

Present: Hon. Mr. WINTHROP (the Chairman), Bishop McILVAINE, General GRANT (the President of the United States), Admiral FARRAGUT, ex-Governor CLIFFORD, Hon. Mr. EVARTS, ex-Governor GRAHAM, Mr. MACALESTER, Mr. RIGGS, Mr. WET-

MORE (the Treasurer), Mr. EATON, Mr. GEORGE PEABODY RUSSELL (the Secretary), and Dr. SEARS (the General Agent).

Mr. MACALESTER made the following Report:—

The committee appointed, at the meeting at Newport, in July last, to receive from Mr. PEABODY the bonds and money then given to this Trust, beg leave to report, —

That they received from Mr. James Tinker, of New York (Mr. PEABODY's agent), the amount of bonds, as detailed in the schedule which was referred to in the letter of Mr. PEABODY, dated June 29, 1869 (together with eight hundred and seventy-five dollars in cash) ; all of which were deposited in the Fidelity Trust and Safe Deposit Company of Philadelphia, the receipts for which were taken and transmitted to the Treasurer of this Board, in whose possession they now are.

Having thus fulfilled the object of their appointment, the committee ask to be discharged.

(Signed) C. MACALESTER.
G. PEABODY RUSSELL.

The above Report was accepted.

The Treasurer presented his Annual Report, which was read and accepted.

Bishop MCILVAINE presented the following Resolution, which was adopted:—

Resolved, That Mr. EATON, Mr. WETMORE, and Dr. SEARS, the General Agent, be appointed a committee to revise the regulations heretofore adopted in relation to the drawing, expending, and accounting for moneys of the Education Fund, and to report any change in the same that may be necessary to the next meeting of the Board.

Mr. MACALESTER presented and read letters received by him from various persons, relative to the Mississippi bonds held by the Board.

Remarks were made by Mr. EVARTS and Governor GRAHAM regarding the position of the Board in relation to these Mississippi bonds, when,

On motion of Governor CLIFFORD, seconded by Mr. EVARTS, the whole subject was referred to the Finance Committee, with full powers,

The General Agent presented and read his Annual Report, as follows:—

REPORT OF DR. SEARS.

To the Trustees of the Peabody Education Fund.

GENTLEMEN,—Various circumstances have conspired to modify the course of my official duties during the past year. Having occasion to visit Washington soon after our last Annual Meeting, I found there so large a number of the prominent men from almost all the Southern States, that I could accomplish more preliminary consultation by remaining there for a time, than by proceeding at once to the South. I accordingly remained there for several weeks, and eagerly availed myself of this opportunity.

At a later period, I visited Boston on business, and, while there, received intelligence that Mr. PEABODY would soon embark for this country. Knowing the object of his visit, I felt it incumbent on me to await his arrival, and confer with him about the condition and wants of the South in regard to education. The Chairman of the Trustees concurred in this opinion, more especially as he had already contemplated the necessity of the special

meeting of the Board which was afterwards held at Newport.

No sooner had Mr. PEABODY arrived, than it appeared that my presence was quite necessary in order to give him the information which he so much desired. The results of the conference which our munificent friend held with such of our number as were able to meet him, as well as with myself, are well known to you all.

When he decided to pass the hot months of the summer at the Virginia Springs, it seemed eminently proper that I should accept his invitation to accompany him, that we might together make the acquaintance of the influential men, who, from almost every Southern State, spent a portion of the season at that place of resort. It may safely be said that nothing has contributed more to the cordial good feeling that now exists throughout the South towards the Trustees and the great work in which they are engaged than this brief sojourn of Mr. PEABODY among the people whom he has sought to benefit. In no other way, certainly, could your General Agent have been brought into communication with leading Southern men under circumstances so advantageous. The influence of Mr. PEABODY's visit to Virginia was enhanced by the presence of your Secretary, Mr. GEORGE PEABODY RUSSELL, and, for a part of the time, of Governor AIKEN also. The happy effect of this social intercourse has been sensibly felt by your Agent from that time to the present. Indeed, any one who represents the interests of the Peabody Education Fund has now an acknowledged claim to the most favorable and friendly consideration of the Southern people, on account of the love and reverence universally felt for its illustrious Founder, and by none more deeply felt than by those of the recipients of his bounty who had the happiness to see his face and take his hand during his visit in Virginia.

The amount of correspondence has been so increased during the past year, and so many new questions have arisen respecting our general policy, that it has been necessary to devote to this branch of my work much more time than ever before. Not only has the business with many of the cities and towns heretofore visited been conducted chiefly by letter, but many new applications for aid have come through the written communications, and with the recommendations of experienced and trustworthy men who have consented to act for us, gratuitously, as local agents, making personal examination on the spot, and reporting to me. Besides, owing to unforeseen changes in the amount of the income at our disposal, it has twice been necessary to alter the whole scale of our expenditure, and to make new adjustments with the various public schools assisted by us in eleven States. The Board need hardly be reminded that the power of expending any portion of the principal of our Fund expired at the end of two years from the date of the instrument of trust. It was the embarrassment occasioned by the necessity of reducing the scale of our operations to correspond with this great reduction of the means annually at our disposal, and the depressing effect produced in all the Southern States by the announcement of this fact, which, when made known to Mr. PEABODY, induced him to make his second magnificent donation without further delay. But, as such a result could not be anticipated, there was no alternative for your General Agent but to proceed in the work of retrenchment. When this work was nearly completed, Mr. PEABODY's unexpected visit to this country, and his inquiries into the actual condition and prospect of the schools supported, in part, by his bounty, followed by his splendid act of July 1st, consequent upon these inquiries, put an entirely new face upon our affairs. Still, pleasant as was the privilege of cheering

the hearts and reviving the hopes of a whole people, and of awakening their enterprise anew, it was no light task to devise and adopt a third plan of operations, differing materially both from the first and the second, and to adjust and communicate the details of this plan to each locality concerned. It is not, however, too much to say, that this second grand act of philanthropy, on the part of Mr. PEA-BODY, has produced an effect upon the sentiments of the Southern people even greater than the first, while it has rendered the permanent administration of his gifts both pleasant and comparatively easy.

As the meeting of the State Teachers' Association of Tennessee, and the opening of the Legislature, were about to occur at Nashville at the same time, I was invited and urged by various parties to be present, and to deliver an address to both bodies on the subject of Public Schools. I did not hesitate to comply with this request. It was highly important to secure the influence of the one, and the action of the other, in favor of free schools at this crisis of affairs in that State. The result of these and other efforts in behalf of popular education in Tennessee are yet to be learned.

The Association of Teachers in Georgia had appointed an able committee to draw up a plan of public instruction to be submitted to the Legislature of that State, and invited me to meet with them at Macon, November 17th, when that committee would report. The meeting was harmonious; and, after a free discussion of all the important points of the plan reported, and the acceptance of such modifications as I suggested, the Report was unanimously adopted, and placed in the hands of a special committee with instructions to present it to a committee of the Legislature and advocate its adoption. It was interesting to observe the progress on the subject of public schools

which had been made by this association during a period of two years. The study of the subject by the committee in the preparation of their elaborate Report, and the discussions that arose in the committee, in the association, and in the newspapers, produced a change of public sentiment that cannot fail to do much good. This particular case only confirms the general principle, that wherever the people will take the trouble to look into the subject, in its length and breadth, the issue will always be the same,—the advocacy of a system of public instruction, in place of the unreliable, inefficient, expensive, and partial provision for the education of the young in private schools.

It was the wish of Mr. PEABODY that I should take an early opportunity to visit Texas. I accordingly made a journey to that State in December. The present is a time of great interest to Texas in respect to all that relates to its social and moral condition.

The tide of emigration into that territory is constantly swelling. While I was there, every steamer that arrived was crowded with emigrants. They come from all the Gulf States, particularly from Georgia and Alabama, from the Northern and Western States, and from almost every part of Europe. Of foreign emigrants, the Germans are most numerous. Large communities of them are settling in the western part of the State, in the vicinity of San Antonio and Austin. The towns of Fredericksburg and New Braunfels are almost wholly German.

The rich bottom-lands along the rivers of South-eastern Texas furnish the best of cotton plantations, where there will naturally be a large colored population.

The prairie country farther inland, toward the centre of the State, and the "wheat region" lying to the north of it, are the localities which the emigrants, coming from other States, generally select for their settlements. Here, in the

new forms of industry adopted since the war, there seems to be the greatest activity ; and the prospect is, that the population in this part of the State will become dense, inasmuch as many new towns are already springing up there. Indeed, with the exception of Galveston, most of the large towns of the State are spread over this territory. It is to these towns that we shall at present need to direct our chief attention, — without, however, overlooking any in other parts of the State.

The rapid multiplication and growth of towns here ; the swarming mixed population from all the States of the Union, and from many of the nations of Europe ; the new order of things since the adoption of the new Constitution ; the determination of the people not to sacrifice the substantial interests of the State to party politics, but to unite, as far as possible, in all great public enterprises, the eagerness of intelligent men of all parties to have wise legislation in regard to public schools, — all indicate that the moment for vigorous action on the part of the friends of education has arrived. All eyes are now turned to the Legislature about to be convened. While I was in Texas, three different committees were appointed at public meetings, consisting of the most intelligent men, without distinction of party, to confer with the Legislature on the subject of a system of public instruction, after the example of the teachers of Georgia. I had interviews with the Governor elect, with members of both branches of the Legislature, with the most influential men of Galveston and Houston, and with individuals from other places ; and was earnestly requested by them to visit Austin at the meeting of the Legislature in April next. Until that time, nothing can be done in Texas, but to make preparation for future action. I, therefore, postponed my visit to the distant cities in the interior, and addressed to them a circular

setting forth our plan of action, and requesting co-operation, as soon as the necessary laws shall have been passed.

In order to give a just view of what has been accomplished during the year, it will be necessary to take a general survey of our work in each of the twelve States which have received attention. We will begin with

VIRGINIA.

In this State, ample constitutional provision has been made for common-school instruction. I met the committee which had that subject in charge in the convention ; and I perceive that those features of the original draught, which I pointed out as objectionable, are omitted. But, though the Constitution is adopted, no school laws have been enacted under it. Consequently, no school fund has been created ; and no power has been given to the people to levy a school tax. In order to co-operate with State authorities, it is, therefore, necessary to wait till such are established by law.

Certain cities, however, which have continued to act under their old charters, have felt the necessity of establishing free schools. Thus, the city of Petersburg took a decisive step in this direction. The Superintendent of Schools in that place wrote me, near the beginning of the last year : "The city has appropriated \$10,000 for the current expenses of its schools. Our schools now number 1,300 pupils. Our 24 teachers are faithful and conscientious in the discharge of their duties. The new machinery is rapidly adapting itself to the work. The schools are growing in usefulness and efficiency, and the people are liking the system better and better, as they become better acquainted with it. We have had an unexpectedly large increase of scholars, mainly in the colored

schools. This compelled us to make enlargements and alterations in our houses. Can you not let us have the \$2,000 at once? In justice to the city authorities, I ought to say that the \$10,000, named above, is not all that the city has done for education. Beside placing in our hands school property of the value of \$15,000, it has expended in money this year, for repairs on the same, \$1,500; and for purchase and repairs of high-school building \$6,000, making an actual outlay of \$17,500,—certainly a liberal expenditure, when all the circumstances are considered. The schools have opened with a still more cheering prospect the present year." The same Superintendent says: "The cause of education has gained greatly here, not merely in the number of pupils taught, and the actual amount of instruction given, but in the favorable change in the sentiment of the community. Its increasing interest in the subject was manifested throughout the year. Our city is fully committed to a good public-school system, and this outside of and above all partisan or political opinions or purposes. Our city authorities have appropriated \$15,000 for our public schools for the ensuing year. In addition to this, they have authorized a committee to expend \$5,000 in the building of a new school-house." It will be remembered that the present system of schools in Petersburg originated in a proposition from us to aid in their support.

A similar proposition, supported in its influence by the successful experiment made in Petersburg, led, about a year ago, to the adoption of the same system in the city of Richmond. At the first meeting of the Board of Education, appointed by the City Council in July last, "it was determined to make provision for opening the schools on the 1st of October next, with about 3,000 scholars, the number which it is believed will apply for admission at that time. The colored and white schools

will be kept entirely separate. About 60 teachers will be employed, which will give an average of 50 pupils to each teacher. The Council will be asked to appropriate at present only \$15,000, which, with the sum of \$15,000 from the educational societies now sustaining schools in this city, it is believed will be sufficient for the education of 3,000 children. As the number of applicants increases, additional appropriations will be asked from the Council. The Board resolved that the grade of instruction should be equal to that of the private schools of the city, so that the parents of all classes might be induced to enter their children. None but well qualified teachers of unexceptional moral character will be employed." I immediately renewed my proposition to the Mayor, in the following words: "I am gratified at the action recently taken by the Board of Education of Richmond in establishing public free schools. If that Board will carry out its plan, and provide the means of education for all the children of the city for one year, with suitable schools, teachers, and other appointments, the Trustees of the Peabody Education Fund will contribute for that purpose the sum of \$2,000." I received the following reply from the Superintendent of Schools: "I am directed by vote of the Board of Education of this city to accept in their name your generous offer, with expressions of gratitude and thanks for the same. It will be the endeavor of the Board to make our schools, in every way, worthy of your approval and aid" To the Normal School of Richmond, we pay \$1,000 for the training of twenty pupils, pledged to teach in the public Schools. The Superintendent informs me that all the conditions upon which this aid was promised are fulfilled, and that "the graduating class of last year are nearly all engaged as teachers in the public schools of the city. We turned out our first class just in time for the new school

system." To the colored Normal and High School of Richmond, assistance is given to the amount of \$300.

After a careful examination of the character of the colored Normal and Industrial School, at Hampton, an arrangement has been made for the training of sixteen normal pupils, selected from the whole number, at an expense of \$50 for each.

As early as February, 1868, I offered to pay to the School Commissioners of the city of Portsmouth \$1,000, if they would revive their public schools; and to add \$500, if the city would raise \$3,000 for their support. They accepted the former offer for the first year; but, last September, they informed me that \$3,000 had been raised with the expectation of receiving \$1,500 from us for the second year. The promise was accordingly renewed. No better proof can be desired of the tendency of our method of graduating the amount bestowed from our Fund by the amount contributed by the people.

The citizens of Manassas represented that, with a contribution from us of \$300, they would carry on schools for 150 or 175 pupils in their town. The offer was accepted.

After some correspondence with a gentleman of Winchester, I was informed, in February last, that the City Council would immediately appropriate \$500 and open two schools, one for white and one for colored children; and, in May next, will levy a tax of \$3,000, and open schools for all the children of the city. I replied: "When your schools are actually opened for the whole population, we will contribute, at the rate of \$1,000 a year, towards their support."

To the Rev. Dr. Broaddus, who is engaged in collecting funds for the education of orphan children in various schools of the State, which have agreed to receive them at a charge of only \$10 a year for tuition, we pay that amount for 30 pupils, on condition that only those pupils be selected who propose to become teachers.

The plan adopted last year of aiding colored schools in the State, at the rate of \$4,000 a year, and placing them under the supervision of the Government Superintendent, has been continued the present year. The considerations in favor of this measure remain the same as they were last year. The sum of \$200 was paid towards the support of the "Educational Journal of Virginia."

NORTH CAROLINA.

During the past year I have been unable to effect any thing in connection with the new State system of education. The Superintendent of Public Instruction, in reply to my inquiries, said, in a letter of August 6, 1869: "I am arranging, as rapidly as possible, for the opening of the public schools. In some places, public schools can, and, I think, will be opened in October; in *many* places, by January 1, 1870. The funds to support schools must be collected. By the 1st of November, the taxes will be paid in. There are many school-houses to be built, and probably many townships will not be supplied until the next school-year. The State fund will not exceed \$300,000. There are about 750,000 children to be provided for. Consequently, the schools in many cities and towns can be materially aided by your contributions. If the State authorities could be notified that, for public schools, a certain sum can be received from your Fund, as a supplement to the State allowance, I have no doubt that it would be a stimulant throughout the State, and result in multiplying the number of schools and in lengthening the time for which they were kept."

In another letter, a month later, he says: "My impression is, that it will be wise for you to decline to make appropriations for schools until the townships have established the free public schools required by law, or established as

many schools as the public funds will allow. When this is done, and you are certified as to the fact, and the number of pupils in attendance, and the amount of public money raised by each school, you can come to our aid with more satisfaction to yourself and more benefit to us."

Having learned that the city of Wilmington has not yet provided by tax for public schools; and that the free schools, maintained by the voluntary contribution of more than \$7,000 last year, are continued and are prosperous; and this representation of the School Committee being supported by the testimony of men of the highest official position in the city, — I consented, after several months of delay and inquiry, to renew the appropriation of the last year, which was \$1,500.

In Newbern, there are nearly 1,000 white children, who should be in school, not half of whom attend any school. At the request of the citizens, I renewed the offer made to the City Council, and accepted, but not carried out, in 1868, to the effect that we would pay the sum of \$1,000, if the city government will provide suitable means of education for all the white children not now in school.

I received, soon after, a copy of the following Resolution: "*Resolved*, That, on the first Monday in October, the Newbern Academy shall be opened in accordance with a contract with the Agent of the Peabody Fund as a free public school, to which all white children, between the ages of six and twenty-one years, shall be entitled to admission."

The Mayor of Newport wrote me, "There are more than 100 white children in this town and its immediate vicinity, and we are anxious to have them go to school the coming autumn and winter." I replied: "If the proper school officers will maintain a public free school under the law by tax, or otherwise, for all the white children of Newport for a period of nine months, we will pay \$300 towards the

expense of the same." A second letter informed me that the necessary amount had been raised, and that a school had been opened with an attendance of 120, to be continued nine months.

Application was made for assistance in maintaining a charity school in Charlotte. I represented the disadvantages of adopting that mode of assistance. In a second communication, the writer said: "The information given is very satisfactory, and presents the matter in a much better light than we anticipated." After replying, "Your State tax requires every town to maintain public schools four months: why can you not avail yourselves of that law, and thus avoid the evil of having two kinds of schools for the same purpose?" I added, "If you can thus make yours a public free school for about ten months, we can aid you to the amount of \$300 for 100 pupils, or \$600 for 200."

The Little River Academy, made free in all the common English studies, received \$300 from the Peabody Education Fund last year, and has been encouraged to expect the same the present year. The Report states: "We have had quite a successful school. It has fortunately broken down the barriers of caste, and has united the entire community in one prosperous and efficient school. It has certainly accomplished all its beneficent patron could hope for with us."

"In a more recent letter, it is added: "We expect our Academy to commence in September, and we are depending on your assistance. We hold ourselves bound by the same regulations as before; namely, that 125 children and youths adopt the primary department as their common school."

An arrangement, like the two foregoing, has also been made with the town of Smithville.

For Hillsboro', the sum of \$500 has been appropriated,

and placed at the discretion of Governor GRAHAM, as the last year.

I have renewed our offer to the town of Salisbury, where the schools had been suspended ; and have agreed to give \$300 to the people of Thomasville in aid of a school of not less than 100 pupils, and have done the same to other towns which have the subject under consideration.

With Raleigh, and some other towns, the attempts made to induce them to provide public schools have not yet been successful.

After making particular inquiry, I was satisfied that the time had not yet arrived to change our plan for aiding the colored population, substituting State schools for the government schools. This change may, perhaps, be made after another year. In this opinion, the Superintendents of both departments of instruction concur.

SOUTH CAROLINA.

The legal condition of the schools of the State is not very unlike that of the schools of North Carolina. There are not yet, so far as I am informed, any schools in operation under the new law. With the exception of the city of Charleston, which levies taxes in its municipal capacity, I have not been able to find any town that could support schools otherwise than by voluntary contribution. To the authorities of the city of Charleston, I intimated our willingness to continue our aid, if it would contribute materially to the success of their schools. The Secretary of the Board replied : " In consequence of our financial embarrassments, we were obliged to suspend the exercises of our Saturday Normal School last season ; and our only prospect for renewing them now lies in the friendly consideration which, I trust, we shall receive at your hands. If you can furnish us with the amount named in your letter (\$1,000), I propose,

at once, to reinstate this school, so much needed by our teachers, and to enlarge considerably its sphere of operations, providing, at the same time, a more practical course of instruction than we have yet been able to obtain." The amount, above named, was promised October 22d, on condition that the plan proposed be carried into execution. On the 6th day of November, the first session of said school was held, and in the letter conveying this information, it is said: "The prompt action of our Board in this matter will, I trust, be regarded as an evidence of our appreciation of the liberality of the Trustees of the Peabody Fund. Much of the success of our schools, the past two years, has been due to the generous and timely assistance you have so freely rendered us."

To Greenville, the sum of \$1,000 was given, last year, to aid in the education of 500 children, the citizens contributing \$2,500 to make the schools free in all the common English studies. The Chairman of the committee wrote me: "The schools have been a benefit to our community, and I hope will tend to correct the prejudices and misapprehensions, which have prevailed in the regions around us, as to the working of a public-school system. Some of the apprehensions, which even I had indulged, have been dissipated by the practical working of the scheme. Mr. PEABODY's name has become a household word in Greenville; for the people, of their own accord, call the schools established by the aid of his Fund, the 'Peabody Schools.'" In a letter of a later date, October 30, 1869, the same writer says: "The citizens have enlarged their contribution to about \$4,500, and increased the number of instructors to seven. They are all overburdened, and we ought now to add another teacher in the male department, at a cost of \$500, but have not the means." In view of these circumstances, I ventured to add to the former allowance a special

donation of \$500, intimating a doubt, however, whether we should be able to do the same the next year.

Columbia is still in a state of pecuniary distress; and the Chairman of the "Peabody School Committee" appeals to us for aid, saying: "The assistance already given has been a great blessing to our people, and the committee hope very much that the appropriation may be continued." The appropriation of \$2,000 was accordingly renewed on the same conditions as before.

In Pine Ridge, the free school, with an attendance of 100 pupils, which was maintained, last year, by the voluntary contributions of the people, aided by \$300 from the Peabody Fund, is continued in the same way the present year. The committee say: "Had it not been for your generous aid, the Peabody Pine Ridge Academy would not have been in existence."

From Abbeville, I received an application for aid, indorsed by Governor AIKEN in the following words: "You would really oblige me by giving your attention to this application. I think the petition ought to be granted as coming within your rule." The sum of \$300 was accordingly promised.

At the earnest solicitation of various friends, \$600 was promised to two schools in Beaufort, on condition that they give the means of education to all the children of the town.

The sum of \$100 is given in the same way for the benefit of the children of Hodge's Depot.

The efforts made and repeated, in Sumter and several other towns of the State, have not yet been successful. It was found impossible to maintain schools in these places, except chiefly at our expense, which would soon exhaust our income.

GEORGIA.

I have already spoken of the preparations made for the passage of a law establishing common schools in this State. The larger cities are not all obliged to wait for such a law.

From the Board of Education in Savannah, I received information that they had acted on the impression that they should receive from us, for the present year, the same amount that they received last year; and that they had extended their schools, having established two high schools and two intermediate schools, and greatly improved the condition of all. I wrote in reply: "There are so many cities and towns in the South that have received no aid from our Fund, that I feel obliged to resort to rotation. In order not to make the change too sudden, I propose to make an allowance of \$1,000 (instead of \$1,500) the current year to the schools of your city. I do not mean by this that the withdrawal next year will be final. That is left an open question."

The President of the School Board of Columbus says: "Our success in introducing this system has exceeded our expectations, and it has become very popular with our citizens. The Report of the Superintendent shows the number of scholars to have been over 650. The examinations were well sustained. I have never witnessed better manifestations of advancement upon any similar occasion. We have had twelve teachers during the whole session. We are compelled to build two rooms more for the female department, which will make one additional teacher necessary. I had hoped, when I last wrote you, that we were advanced beyond the need of aid from our noble benefactor. But the funds of the State for school purposes are locked for the present. If possible, come to our rescue

this once, and you will have built a monument to Mr. PEABODY's name in the city of Columbus which will last while the city endures." Aid was promised to the amount of \$1,500. It was \$2,000 last year.

About two years ago, I endeavored to induce the Mayor and Council of Atlanta to establish free schools for all the children of the city. They were deterred from taking action by the reluctance of the people to submit to the taxation necessary for that purpose. There were then sixty private schools in the city, and many persons were more or less interested in their success. But as a large proportion of the people were unable to pay the high rates of tuition, and as others found the education of their children to be more and more expensive, there was a growing disposition among the common people to second the views of the Mayor, and to accept the proposition offering aid from your Fund. The city government was induced, at length, to appoint a committee to examine the whole subject, and to report the result of their investigations. This committee, after a very extensive correspondence, and an examination of many systems, presented an elaborate Report full of information and valuable suggestions, the publication of which convinced the people that they were sacrificing their dearest interests in postponing the establishment of public free schools. The result was, that the entire plan presented by the committee was unanimously adopted by the City Council. Thus the offer of \$2,000 from our Fund was the occasion, if not the cause, of a decision to expend not less than \$50,000 in the erection of school-houses, beside the amount necessary for carrying on the schools. This decisive step, taken in the capital of the State, will, no doubt, have a most beneficial influence on other cities and towns in Georgia. There is now a good Normal School in Atlanta for colored teachers. A class of nearly 40

was formed as early as last year, many of whom have been teaching the past summer. A new building, costing over \$20,000, has just been completed, and the normal class has been transferred to it. This is a well-organized professional school, supplied with competent teachers. Finding the arrangement for instruction here perfectly satisfactory, I made provision for 10 pupils, allowing \$50 to each. They are to be carefully selected, preference being given to those who are in the last year of their course, and who, by their experience, maturity, and scholarship, shall be qualified, at the end of the year, to become efficient teachers.

At Tunnel Hill, an educational meeting of the citizens was held in November last, to ascertain whether they were ready to comply with the conditions, which they had learned from the Opelika paper, were proposed for aiding that city from the Peabody Fund. A committee, appointed at that meeting, report that there are 300 white children within a radius of two miles and a half, of whom one-half are now unable to attend school on account of the expense; and they represent that there is a willingness on the part of the people to pay, according to their ability, for the support of a free school. The usual amount of assistance in such cases has been promised. No final action has yet been reported.

To the city of Augusta, where a want of concert is still the chief defect of the schools, the offer of \$1,000 was renewed, on condition of their being properly graded, and placed under a Superintendent. These terms have not yet been complied with. The appropriation, at the rate of \$4,000 a year for colored schools, was made in the same way as for the colored schools of Virginia and North Carolina.

FLORIDA.

This State has a very good system of public schools established by law ; but its funds are, at present, inadequate to supply the wants of the people. The several counties are required to maintain schools three months in the year, or lose their share of the school fund. To do this, before receiving any State aid, is, in the present impoverished condition of the people, attended with some difficulty. The Superintendent of Public Schools, in a recent letter, says : " I am constantly visiting the different counties, organizing our county Boards of Instruction who have plenary powers. The best spirit prevails."

In Lake City there was a " Peabody School " kept the last year, with an attendance of nearly 200. I suggested to the committee that it was desirable to bring the school into connection with the State system of common schools, in order to obtain a share of the public money and to avoid the liability of having a double provision for free schools in the same town. They replied that they had taken my suggestion, and made application for State aid ; but found that the amount to which Lake City was entitled was only \$100, and that they would therefore raise by subscription the amount necessary to keep the school in operation. The appropriation of \$650 is continued, the same as last year.

The attempt to open free schools in Tallahassee failed at first. Last summer the effort was renewed in connection with the West Florida Seminary ; and the same offer of \$1,000 on our part, which had been made before, was repeated. In October last, the President of the Board of Trustees wrote me : " I am happy to inform you that the Trustees have accepted your liberal offer, and have started a free public school, open to all the children of both sexes. We have already employed six teachers. On account of the

increased number of pupils, we have found it necessary to make additional provisions in the way of rooms and furniture, which will make our expenses for the present year amount to nearly \$7,000."

Obstacles similar to those which existed in Tallahassee prevented the organization of free schools in St. Augustine last year. By special request of the committee I renewed the offer of \$1,000 made the previous year, which was gratefully accepted. The Chairman of the committee writes: "You will be pleased to hear that I have engaged the services of a very competent teacher for the 'Peabody School' of St. Augustine. I hope and trust we shall have a first-rate school,—one that shall exert a favorable influence in the State."

From Monticello I received a Report, stating that the schools of last year, which closed in July, were successful, and that, at a meeting of the citizens, the Board of Managers were re-elected, and requested to continue the schools as heretofore. A subscription has been taken; and the Board was directed to continue the schools, if they could have the continuation of our contribution of \$700. Owing to the failure of the cotton crop for three successive years, the people are much reduced, and need help more than ever. The salaries of the teachers last year amounted to \$7,700. The request of the managers for an appropriation of \$700 for the next year was granted.

The Mayor of Appalachicola informed me that the City Council afforded free instruction last year to all the children of the city. There is a strong desire manifested that the school be re-opened, and he recommends that the charge of the school be transferred from the City Council to the Board of Instruction appointed by the State. The appropriation of \$500 from our Fund was renewed to be administered by the City Council, or the County Board,

as should appear most advisable. The Mayor is also County Superintendent of Schools.

For a colored school of 100 pupils in the same place, \$200 have been promised; the school to be under the superintendence of the public-school authorities.

The citizens of Jacksonville, after considerable delay, fulfilled their purpose, and formed an excellent plan for organizing free schools for the city. To their second application for aid, I replied: "I am gratified with what you and your friends are doing for education, and renew my offer of \$1,000, and accept the plan reported by you."

The town of Quincy has again applied for aid, having neglected the overture made nearly two years ago. The County Superintendent informed me that \$4,000 had been raised by tax for the year 1869. The schools for the white and colored children are separate, and are under District Boards of Trustees. "Our school here in Quincy," he adds, "has three teachers, one in the primary, and two in the secondary department, and needs help more than any in the county." Assistance to the amount of \$450 was promised for a public school of 150 pupils for a period of ten months.

To the State Superintendent, who inquired what aid could be given to Florida, and on what conditions it could be obtained, I wrote: "Our policy is to aid and encourage free public schools in those towns which are central and influential. We wish to have good models, which shall stimulate other towns, and teach by example. We cannot give charitable aid to all the feeble rural districts; our Fund would be insufficient for that. The amount divided among so many would be very insignificant,—hardly worth asking for. I wish all the towns which we assist to come into the State system of common schools, if possible."

ALABAMA.

The State Superintendent says: "Our fund is much smaller than we could desire. Yet we have had for the current school-year just closed, September 30th, the very handsome sum of \$525,500. With this, in the midst of great opposition to our government, we have succeeded in conciliating our people in a great measure, and have had in successful operation about 4,000 schools. Our system, when perfected, is an admirable one. The people are beginning to understand and see the good results. Two of our towns or cities, Mobile and Selma, have special local school-laws under our State Board of Education. These cities carry on their schools for nine months. We have only been able to carry on our free public schools in the townships (State school districts) from four to five months. We are very confident that in two more years, at furthest, our State Fund, from all sources, as provided in our new Constitution, will reach the sum of \$700,000, when we shall be able to carry on our schools for six months. Our schools are perfectly free for all to attend, the whites in their schools, and the colored in theirs." Of the 336,000 children of the State, 160,000 are in the public schools.

The Constitution provides that "the common schools, and other educational institutions of the State, shall be under the management of a Board of Education, consisting of a Superintendent of Public Instruction, and two members from each congressional district, to be elected at the same time and in the same manner as the members of Congress." The Superintendent is elected in the same manner and for the same term (two years) as the Governor of the State. The members of the Board hold their office for a term of four years. This Board exercises full legislative powers in reference to the educational institutions of

the State. The Constitution makes it "the duty of the Board to establish throughout the State, in each township, or other school district which it may have created, one or more schools at which all the children of the State, between the ages of five and twenty-one years, may attend free of charge."

The Board of Education has passed an Act requiring that in each county a County Superintendent be chosen at the general election, and that in each township three Trustees be elected for a period of two years, to whom shall be committed the management of the schools, subject to the supervision of the County Superintendent, and that the State Superintendent distribute annually the income of the school fund among the several counties, according to the number of children in each.

Upon this system of public instruction we will only remark, that it would seem necessary to enact some special law for the cities and larger towns, as is done in Arkansas, authorizing them to levy a local tax for the support of schools during the whole year. Otherwise the people, who wish to give their children a thorough education, will send them to private schools, in preference to public schools of so brief a duration as four, five, or six months, and in districts too small for graded schools.

The School Commissioners of Mobile addressed to me, September 14th, 1869, the following communication: "Last year you were kind enough to make our schools a donation of \$2,000 upon terms which were complied with. More than half the pupils under instruction in the schools were free. All the scholars of the primary grade, which embraced the entire number of colored children, were taught free of charge for tuition. It is the wish of the Board to take another step in advance, and make the intermediate grade free. But we shall enter upon the next

school year under unlooked-for embarrassments, though we shall take no step backwards." I replied, proposing to give \$2,000 for the ensuing year on condition that the primary and intermediate schools be made free. The condition has been formally accepted by vote of the Board.

From a printed Report of the expenditures of the free schools of Selma the last year, it appears that the sum of \$10,705 was raised by subscription, instead of the \$4,000 to which the citizens stood pledged to us; and that 508 pupils were educated, costing about \$21 per pupil for the year; whereas the same number of pupils, educated at a cost of \$75 each,—the average rate of tuition paid before our free schools were opened,—would have cost \$38,000, thus, by the free-school system, making a saving to the city of \$27,395; that the schools were organized on the graded system with a Superintendent and ten teachers, and that the charge for tuition, which is very low, affected only the 87 pupils who are in the academic department, pursuing higher studies. Being highly gratified with such results, and having a promise that none of the efforts made last year for the improvement of the schools shall be relaxed for the year to come, I readily gave assurances of an appropriation of \$2,000, the amount given last year.

In Girard, opposite the city of Columbus, in Georgia, there is a manufacturing population, having 1,248 children of suitable age to attend school. The share of that city in the public-school fund last year was \$1,488, by means of which five schools with an attendance of 461 pupils were carried on for a few months. In order to bring all the children of the town into the schools, I have promised an appropriation of \$1,000 from the Fund intrusted to our care. The committee immediately procured a spacious building, and the schools are in successful operation. There can be no doubt that the example of Columbus

has done much in awakening this interest in schools among the people of another State, separated from it only by the Chattahoochie River.

Last year a donation of \$400 was made to the public schools of Greensboro', containing 175 pupils. But there are 450 children in the place. The County Superintendent promises to provide instruction for all these, if he can depend on receiving \$1,000 at our hands. His proposition has been accepted, with the understanding that the schools be continued through the year. This County Superintendent remarks incidentally that, during the last year, he established thirty-four schools, thirteen of which were colored schools, with an aggregate attendance of 1,500 children.

In Huntsville and vicinity, I found the number of children to be about 2,000, three-fifths of whom are colored. There is a want of co-operation between the State officers and the city authorities. If the two districts of the city, which itself covers the confines of two townships, can be united as the people desire, or if a charter can be granted, giving the city power to provide for its own schools, after the example of a special law to that effect in Arkansas, there will be no difficulty, or hesitancy on the part of the people in accepting the following proposition, which was left with the parties concerned for their consideration; viz., "If the Trustees of the public schools of Huntsville, or the city government, will appropriate \$7,000 for the support of said schools, with an attendance of not less than 500 white children, and of 700 colored, the Trustees of the Peabody Education Fund will pay \$1,000 for each class of schools, making the whole expenditure not less than \$9,000."

A similar proposition has been made to the city of Montgomery, which, it is believed, will be accepted.

To Opelika, at a meeting of the principal citizens, was proffered the sum of \$1,000, on certain specified conditions,

and arrangements were made looking to the accomplishment of so desirable an object.

TENNESSEE.

In the Annual Report of the Superintendent of Public Instruction just published, I find the following mention of our work in that State: "The manner in which the Fund is bestowed is quite as productive of good as the direct education of individuals. The aid already bestowed upon free schools, where the population is concentrated, has secured graded schools in such places as Knoxville, Cleveland, Chattanooga, Clarksville, and other localities, where schools of that quality would otherwise have been impossible. Not only more direct instrumentalities than was possible in any other way, but model systems of schools, so greatly needed, have, by the aid of the Fund, been maintained, thus exerting their indirect influence in shaping the notions and sentiments of these communities and of those under their influence towards the adoption of classified and graded schools." In another place, after quoting from the letter in which the conditions are stated on which our appropriations are made, he says: "It seems to me, the conditions imposed are based on principles as sound as the offer is generous. I feel, therefore, that we have special reason for gratitude to the gentlemen who are the almoners of this Fund, not only for the generous offer made, but for their wisdom in prompting us at once to adopt this better way (of graded schools) here at the outset in the reorganization of schools in Tennessee."

The number of children in Tennessee between the ages of six and twenty years is 418,709. For these, 3,903 free schools have opened their doors, with an actual attendance of 185,845 pupils.

As a detailed account of the schools of Tennessee aided

by us was given in my Third Report, it will only be necessary here to name the towns that receive assistance the present year, together with the amount to be paid to each. We give to

Lookout Mountain . . .	\$1,000	Chatata	\$600
Fisk University	800	Nashville (suburbs) . . .	600
Clarksville	1,500	Cog Hill	450
Greenville	1,000	Athens	300
Jonesboro'	1,000	Louisville	300
Memphis	1,000	Newbern	300
Cleveland	750	Zion's Hill	300
Journal of Education . .	200		
			<u>\$9,900</u>

WEST VIRGINIA.

Hon. W. R. White, late Superintendent of Public Schools, but now Principal of the State Normal School at Fairmont, says, in a letter dated July 23d, 1869: "I heartily concur in your views in regard to the educational enterprise in our State. I am of the opinion that first-rate teachers will do more than all other agencies in reconciling the people to their heavy taxes. These will not come from other States in numbers sufficient for the demand; and the compensation is so meagre, and the cost of education so great, that the home supply is necessarily small. I do not wish to suggest any change whatever in your plans. I read your letter to our Normal School Board, and they expressed a unanimous concurrence in your views."

The schools of this State, receiving aid from our Fund, as well as those of Tennessee, were described, in part, in my last Report. It is unnecessary to repeat what was there said. The following is a list of towns that are assisted the present year:—

Parkersburg	\$1,000	Clarksburg	\$800
Fairmont	1,000	Charleston	800
Moundsville	1,000	Grafton	800

Martinsburg	\$800	Claysville	\$200
Weston	600	Fairmont Normal School .	500
Buckhannon	600	Guyandotte „ „ .	500
Evansville	500	Morganton „ „ .	500
Portland	450	Harrison County Teachers'	
Guyandotte	300	Institute	100
Beverly	300	Upshur County Teachers'	
Huttonsville	300	Institute	100
Lubeck	200	School Journal	100
Williamstown	200		
			<u>\$11,600</u>

MISSISSIPPI.

Owing to the unsettled condition of public affairs in this State during the past year, less has been accomplished in it than would otherwise have been done. To show the effect produced by our work, I will quote a passage from the printed Report of the "Peabody Public School of Summit:" "The high character which the school has acquired, and the unqualified approbation of the system of education adopted, leave but little doubt that the attendance the next session will reach from 200 to 300. The benefits and blessings of this school are not confined to this town or its neighborhood, but the desire for education which has been awakened in the public mind is disseminating itself widely over the land. From every section come up anxious inquiries as to the system that has been adopted, thus realizing the hope expressed by the Agent of the Peabody Fund, that this would be a radiating point to pour its light over the whole adjacent country."

The appropriations made in this State for the present year are as given below: to

Natchez	\$2,000	Hazelhurst	\$800
Summit	1,500	Crystal Springs	450
Brookhaven	1,000	Biloxi	400
			<u>\$6,150</u>

The amount given to the town of Summit includes a special donation of \$500, to be deducted from the next year's appropriation. With other cities and towns, not given in this list, negotiations will probably be made soon. In Mississippi, as in several other States which have not received their full proportion of aid the present year, the people will be entitled to a more favorable consideration whenever they are in a condition to co-operate with us. Such adjustments being, in due time, made, both classes of States, those which have received more, and those that have received less than their share, will be benefited by the arrangement; for the good effected by such donations depends, not so much on the amount bestowed at the outset, as on the fitness of the occasion to arouse general activity on the part of the recipients.

ARKANSAS.

This State has made very considerable progress in its public schools since my visit there a little more than a year ago. The free-school system is attracting unusual notice and meeting with much favor. The work of organizing districts and of erecting school-houses is going on successfully, and schools are established in almost every county. One of the Circuit Superintendents says, in a recent letter: "I do not think any part of the South outdoes my district in progress. There have been this year about 120 schools in operation in these five counties. There were never 30 before. More than 6,000 children have enjoyed their benefits, of whom not more than 1,500 have ever before been inside of a school-room. Every county town has quite a good school, and not a dozen settlements in this district of 300 miles by 60 will be without a public school of some kind. The schools of Helena are now organized under our new City School Act, and are exerting a large influence in the county in favor of our system."

A gentleman of Fort Smith writes me: "About a year ago, in an inspecting tour through our State, you visited this town, and met with very little encouragement on the part of the individuals whom you consulted in relation to the establishment of schools. Free schools have now been established here. Early in March, this city was organized as a separate school district in accordance with a late law 'for the better regulation of public schools in cities and towns,' by which graded schools are authorized under a Board of Directors." In a printed statement, it is said: "The Board of School Directors have the entire management of raising the revenue necessary to defray any expense to provide for the youth of the district, and it will be the endeavor of the Board, as soon as practicable, to have such a grade of schools here, that, so far from compelling our citizens to send their sons and daughters abroad in order to give them the benefits of a higher mental culture, this city will be the centre of educational facilities for a vast scope of country, as she is now for commercial purposes. The best criterion of the material prosperity and intellectual development of a place is found in its schools."

In a letter from one of the School Directors of Little Rock, it is said: "I have been instructed to correspond with you with reference to aid from the Peabody Fund. The public schools have been in operation here since the 1st of December last. They will open again on the 27th of September, 1869, and will continue at least nine months of the year. We have a Superintendent and twenty-two teachers, employed for the coming term; and there will not be less than 1,600 pupils entered on the rolls during the term. As we had to start almost anew, having no school-houses, our expenses have been very heavy, and we are much in need of funds."

For an account of the plans entered into with this and various other towns of this State, I beg leave again to refer you to my last Report. The towns aided and the amounts contributed the present year are the following :—

Little Rock	\$1,500	Jacksonport	\$400
Fort Smith	1,500	Batesville	300
Helena	1,000	Bentonville	300
Fayetteville	1,000	Clarksville	300
Pine Bluff	800	Dardanelle	300
Van Buren	800	Spring Valley	300
Russellville	500	Lisbon	300
		<hr/>	
		\$9,300	

LOUISIANA.

In submitting his recommendations for the school-year September, 1869—September, 1870, Hon. R. M. Lusher, our indefatigable local agent, whose services are entirely gratuitous, remarks: "The distribution of \$11,900 herein suggested is made in conformity with the judicious and equitable plan set forth in your letter of July 20th, 1869. I would deem it a great favor to receive an early approval of the list, so that I may offer proper encouragement to the worthy teachers and active Trustees who have concurred with this agency in carrying out the enlightened views expressed in your letters of July 10th and August 28th, which have been widely published and warmly approved. Local Trustees have expressed the hope that Mr. PEABODY, and his Trustees, and the General Agent have been apprised of the grateful appreciation of the aid afforded them in the maintenance, improvement, and greater usefulness of their schools."

The list of towns and of appropriations recommended by Mr. Lusher, and approved by your Agent, together with the amounts contributed by the respective towns, is here subjoined :—

Towns.	Appropriations.	Local Contributions.
Arcadia	\$450	\$1,400
Bastrop	500	1,500
Homer	300	Data not yet received.
Shreveport	1,000	" " " "
Pleasant Hill	250	" " " "
Natchitoches	450	" " " "
Alexandria	500	" " " "
Plaquemine	850	\$2,200
Donaldsonville	300	Data not yet received.
Franklin	500	\$1,300
Bayou Sara	1,000	2,600
Clinton	500	1,500
Baton Rouge	1,000	2,300
Amite City	600	2,000
Tangipahoa	300	1,500
Greensburg	300	1,400
Franklinton	300	1,100
Eureka	200	900
Algiers	1,200	3,500
Gretna	1,400	3,750
	<u>\$11,000</u>	<u>\$35,000</u>

List of Normal Schools and Normal Departments in Louisiana receiving aid, and of the amounts received from the Peabody Fund:—

New Orleans Normal School	\$1,900
Plaquemine Normal Department	480
Clinton " "	480
Bastrop " "	820
Mount Lebanon "	320
Monroe	500
	<u>\$4,000</u>

Of this amount of \$15,900, \$5,900 are covered by last year's appropriation.

The aggregate of the appropriations thus far made in all the twelve States for the school-year September, 1869—September, 1870, is about \$85,000.

The number of books distributed amounts in all to 55,706.

In closing this Report, I feel it due both to the dead and the living to record the grief everywhere expressed by the people of the South when the intelligence reached them that their great benefactor had passed away. Public meetings were held, and resolutions adopted in honor of his memory, and in testimony of gratitude for his benefactions, and of sorrow for his death. School Boards ordered that the day of his obsequies on this continent be observed by the schools; that every child contribute a twig to the garlands that were to be woven and suspended around his name on the walls of the school-rooms, and that Superintendents and teachers give an account of the life and character of their benefactor, and hold up his example for imitation by the children.

It was a special cause of grief to the great mass of the people that they were not permitted to see the man whom they loved and revered above all others; and that he did not live to behold the ripe fruit of his unexampled bounty, and to receive the gratitude and homage which they were eager to show him.

A due tribute to the memory of Mr. PEABODY himself cannot be given in this place. How much your Agent owes to his friendship and to his personal influence, in preparing the way for efficient action in your behalf, need scarcely be suggested. His character is universally known and appreciated. His life is before the world. His greatest happiness appeared to be in the consciousness that he was doing what was most pleasing to his Maker.

Next to this was the pleasure of doing good to others. Gratitude to God, to whose signal goodness he referred all his prosperity, and love to men, for whom, all of whom, he cherished a fraternal regard beyond all modern example, — these two sentiments, blended into one, seemed to be the spring of all his action.

In the distribution of the Fund committed to your care, he desired that it should be made to reach the greatest number of children consistent with a system of concentrated and vigorous efforts.

It must be gratifying to those who are charged with the duty of distributing the income of this Fund to be assured that, not only all that they have done, but all they have forborne to do, accords perfectly with the judgment and wishes of the donor as expressed when treading on the verge of the grave.

B. SEARS, *General Agent*.

STAUNTON, VA., Jan. 19, 1870.

On motion of Governor GRAHAM, and after remarks by Bishop McILVAINE, Governor CLIFFORD, and Mr. EATON, expressing their great gratification therewith, the Report was unanimously accepted, and ordered to be printed for distribution, under the superintendence and at the discretion of the General Agent.

The Chairman having then reminded the Board of their engagement to dine with their associate Governor FISH, the Secretary of State, agreeably to his kind invitation, it was

Voted, To adjourn, to meet at ten o'clock the next morning.

FEBRUARY 17, 1870.

The Board met at ten o'clock A.M. Present: Messrs. WINTHROP, MCLLVAIN, FARRAGUT, CLIFFORD, GRAHAM, MACALESTER, RIGGS, WETMORE, EATON, RUSSELL, and Dr. SEARS, the General Agent.

The Chairman (the Hon. Mr. WINTHROP), presiding,

Governor CLIFFORD presented and moved the following Resolution, which was adopted:—

Resolved, That in collecting the interest-coupons upon the securities belonging to the Trust, if payment thereof in specie should be refused, the Treasurer be authorized to receive the same, as heretofore, in currency, — under protest, however, that the same are payable in specie, in order to preserve the right of a future claim to the difference between specie and currency, — at the respective times when such coupons are due and payable.

On motion of Governor CLIFFORD, it was

Voted, That the vote passed at the last Annual Meeting, respecting the time and place of the Annual Meetings of the Board, be repealed; and that the same be hereafter held on the third Wednesday of February, in the city of New York, except when otherwise ordered.

On motion of Mr. MACALESTER, it was

Voted, That the next Annual Meeting be held in the city of Philadelphia.

It was further

Resolved, That it is expedient that a Special Meeting of the Trustees be held at Memphis, Tennessee, during the fourth week of October next ; and that the same be notified by the Chairman or Secretary, unless otherwise determined in the mean time.

The Board having accepted the invitation of their associate, the President of the United States, to dine with him at the Executive Mansion, and there being no other business to transact,

On motion of Mr. MACALESTER, it was

Voted, That the meeting be dissolved.

NINTH MEETING OF THE TRUSTEES.

PHILADELPHIA, Feb. 15, 1871.

THE Trustees of the Peabody Education Fund met at the Continental Hotel, Philadelphia, at twelve o'clock noon, Feb. 15, 1871.

Present: Hon. ROBERT C. WINTHROP, of Massachusetts; Right Rev. C. P. McILVAINE, of Ohio; Hon. J. H. CLIFFORD, of Massachusetts; Hon. WILLIAM M. EVARTS, of New York; CHARLES MACALESTER, Esq., of Pennsylvania; GEORGE W. RIGGS, Esq., of Washington; SAMUEL WETMORE, Esq., of New York; G. PEABODY RUSSELL, Esq., of Massachusetts; Hon. S. WATSON, of Tennessee; and Rev. B. SEARS, D.D., of Virginia, the General Agent of the Board.

Prayer having been offered by Bishop McILVAINE, and the record of the last Annual Meeting having been read by the Secretary, the Chairman (Hon. ROBERT C. WINTHROP) made the following

ADDRESS:

GENTLEMEN OF THE BOARD OF TRUSTEES OF THE PEABODY EDUCATION FUND:

By a vote of the Board previous to our adjournment at Washington on the 17th of February last, it was decided,

that, with a view of holding our Annual Meetings as near as might conveniently be to the birthday of our munificent friend, the Founder of this great Trust, — whom we desire ever to hold in grateful remembrance, — we would meet on the third Wednesday of February every year, except when otherwise ordered. It was also voted that the Annual Meeting for the present year be held in this city of Philadelphia.

You may remember, too, that a Resolution was adopted expressing the expediency of holding a Special Meeting of the Trustees at Memphis, Tennessee, during the fourth week of October last ; and adding, according to the record, “that the same be notified by the Chairman or Secretary, unless otherwise determined in the mean time.” The language of this Resolution, though somewhat equivocal, was well understood and explained by those who advocated and adopted it, as designed to leave a discretion to the Chairman, after due consultation, by correspondence or otherwise, with the members of the Board, — as the time should approach, — to notify the meeting, or to abandon it, as circumstances should dictate. Such consultation was held in the early part of the summer ; and it was found that, owing to the absence of several of our number in Europe, and to the engagements or ill-health of others, and owing, too, to the extreme heat of the season, and the anticipation of a more than usual prevalence of autumn fever in the South-western States, there was a general disposition that the meeting should be abandoned. Indeed, there was more than a probability that, if it were notified, we should find ourselves at Memphis without a quorum for business. I could not hesitate, under such circumstances, to withhold the notifications.

I take pleasure in saying that the kindest communications were received from the municipal authorities and

Board of Education of Memphis, tendering us the hospitalities of the city, to which, in your behalf, I returned a grateful acknowledgment.

We are assembled here, then, to-day, after an interval of a full year, to receive the Annual Report of our General Agent, to examine our Treasurer's accounts, to make the needful appropriations for the year to come, and to attend to such other business as may be submitted for our consideration. Before proceeding, however, to business of any kind, it is fit that I should announce to you two vacancies in our Board: one of them resulting from illness and absence from the country, and contingent upon your acceptance of the resignation which I shall presently read; the other, final, absolute, resulting from a well-remembered and deeply lamented death.

The following letter from EDWARD A. BRADFORD, Esq., of New Orleans, one of our original number, was received by me about the middle of last June. It is due to him that it should be entered in full upon our records, and I incorporate it into these introductory remarks with that view:—

VILLA DÉSIREE, PAU, May 28, 1870.

MY DEAR MR. WINTHROP,— I fear I owe an apology, not for the present communication, but for deferring it so long. I left New York in October last, under medical advice, to pass the winter in the south of France. I was encouraged to hope that I should be able to return in the spring in improved health. But the winter was exceptionally severe, and left me so much reduced, that the spring, instead of bringing a renewal of strength, has brought only greater weakness and exhaustion, so that I am almost forbidden to hope for any future improvement.

Under these circumstances, I feel it to be my duty, as one of the Trustees of the Peabody Education Fund, to place myself at your disposal. I have been prevented by various causes from taking that part in the administration of this important Trust,

which I hoped to take in the future, and which seemed especially incumbent on those of the Trustees who belonged to that section of the country which the Trust was created to benefit. I know how difficult it is to administer even so considerable a fund, in such a manner as to work out any apparent or recognized results in so vast a field ; and I was the more anxious, on that account, to take my share of the duty and of the responsibility. I have therefore deferred this communication as long as possible, and I send it with regret even now. But I will not allow myself to obstruct a cause that I cannot serve. I do not remember whether the number of Trustees is limited or not, but in any case it may be desirable that my place should be filled by one who has the power (as well as the will) to be actively useful. You may, therefore, if you please, receive this as my resignation, or I will send my resignation in any other form that you may suggest.

Allow me to add, that I earnestly hope you may be able so to administer this Trust as to make it productive of all the good results that Mr. PEABODY intended from it. Its creation was well-timed, and was the expression of a patriotism so comprehensive, and a munificence so surpassing, as to overpower all prejudice and silence all cavil. It has already, I think, had a good effect ; and I trust that, by its silent but constant operation, it may continue to exert an increasing and expanding influence, in reviving and restoring, through all sections of our common country, that fraternal feeling, which in the beginning made the Union possible, and which alone can finally preserve it, or make it worth preserving.

I am, with great respect and regard, yours truly,

E. A. BRADFORD.

I lost no time in replying to this letter ; informing Mr. BRADFORD that the question would remain open until this Annual Meeting of the Board, and expressing an earnest hope that his health might, in the mean time, be sufficiently restored to warrant the withdrawal of his resignation. A private letter received from him, within a few

months past, indicates no change in his decision ; and it is for you, therefore, to act upon his resignation as you may see fit.

The death of our honored and beloved associate, Admiral FARRAGUT, occurred on the 14th of August last ; and this Board was represented at his funeral at Portsmouth, a few days afterwards, by Governor CLIFFORD and myself. Many more of us, including the President of the United States, were present at the grand obsequies attending his final interment, in New York, on the 29th of September.

It would be quite out of place, on this occasion, for me to dwell on the heroic acts which signalized the career of our lamented friend, and which had won for him, from so many sources, the title of "the Nelson of our Navy." As Trustees, we have only known him after all his conflicts were past, all his victories achieved ; and while, on the restoration of union and peace, at which no one rejoiced more than himself, he was enjoying the honor and renown which ever await a gallant and successful discharge of duty. He was with us at the first organization of our work in the city of New York, four years ago, and entered heartily into the plans of our Board for executing the noble Trust with which Mr. PEABODY had honored us. Absent from the country for a year, during that memorable cruise of the "Franklin," he did not forget in foreign lands, and while he was the almost daily recipient of the most flattering attentions from the highest functionaries of Europe, the cause in which we were engaged. I remember well the eagerness with which he examined the first Report of our General Agent when I communicated it to him in Rome, just before he was summoned to a private audience by the Pope ; and how deeply interested he was in every evidence of our successful progress. He was with us on his return,

and would not allow his enfeebled health to interfere with a punctual attendance at our meetings.

Nor was he willing to plead his growing infirmities as an exemption from the honorable service which was soon afterwards assigned him, by the President of the United States, on the death of Mr. PEABODY. Many of us were witnesses to the zeal which he exhibited, and the exposures which he encountered, while in command of the fleet designated for the reception of the remains of our venerated Founder, when they arrived on our shores in her Britannic Majesty's ship "Monarch." As we saw him standing on the Portland pier on that wintry day, baring his head to the storm as those remains were landed, we had sad forebodings that we were witnessing what might prove to be his last official service. And so it was. Returning to his home in New York after the ceremonies at Portland were completed, he found himself sufficiently refreshed by a week's rest to proceed with us to Washington to attend our last Annual Meeting ; but we left him there, on our adjournment, confined to his bed, and with little hope that he would ever be well enough to meet with us again. Early in the summer he sought refuge from the noise and heat of New York, whither he had returned in the spring, and passed a few weeks of comparative comfort and repose at the Portsmouth Navy Yard, where he died.

I need not say a word in regard to the exalted place which the grand old admiral had attained in the estimation and admiration of his country. The tributes which have already been paid to his memory are enough to perpetuate his fame, and to leave no doubt as to the hold he had acquired on the hearts of his fellow-citizens. But you would hardly pardon me if I did not give expression to the feelings of respect and affection with which he was regarded by his associates in this Board, and to the deep

sense of personal loss which we experience in meeting for the first time without him. There was an unspeakable charm in the directness and simplicity of his character. One might almost have applied to him the words of the great dramatist : —

“ He was as true as truth’s simplicity,
And simpler than the infancy of truth.”

We were, indeed, often in danger of forgetting the unsurpassed, and almost unmatched, daring and heroism of the sailor, in the mild, modest, affectionate intercourse of the companion and friend. The one idea of his life seemed to be the faithful discharge of duty, — duty to his country, duty to his fellow-men, duty to his God. Wherever duty called him, according to his own conscientious convictions, there he was to be found, firm and fearless. The consolations of religion were not wanting for his hours of danger and of decline. He knew where to find “ his Pilot ” for the dark flood which he has now crossed. It is our privilege to remember him not only as a gallant officer and a cherished friend, but as a Christian hero.

I will only add, that in Mr. PEABODY’S original letter of trust, which was made part of our Act of Incorporation by the State of New York, it is prescribed that “ all vacancies occurring in our number, by death, resignation, or otherwise, shall be filled by election as soon as conveniently may be, and having in view an equality of representation so far as regards the Northern and Southern States.”

On motion of Mr. MACALESTER, it was

Ordered, That the Address of the Chairman be entered upon the records of the Board.

On motion of Governor CLIFFORD, seconded by Bishop McILVAINE, it was

Ordered, That a committee be appointed by the Chair to prepare Resolutions expressing the feeling of the Board in relation to the death of Admiral FARRAGUT.

Governor CLIFFORD, Bishop McILVAINE, and Mr. RIGGS were thus appointed, and reported the following

RESOLUTIONS :

Resolved, That the decease of our beloved and honored associate, Admiral DAVID GLASGOW FARRAGUT, since the last meeting of the Board, has deprived us of the co-operation in our work of one of our most highly esteemed and efficient members ; of one, the wisdom of whose selection by Mr. PEABODY himself, was more than justified by the earnestness and fidelity with which he devoted himself to carrying out the purposes which the Founder of the Trust had in view in its creation ; of one who exemplified, in his scrupulous attendance upon our meetings, the self-sacrificing rule of conduct which governed him in all the relations of life, — of never permitting any thing, not even the admonitions of failing health, to deter him from the discharge of any duty ; and who, in his presence at them, always gave us with manly frankness the benefit of his intelligent and well-considered convictions upon all important questions submitted to our decision, and by his sincere and sagacious counsel contributed in so large a measure to the unanimity which has characterized the results of our deliberations ; of one whose modest and simple manners and amiable and affectionate nature so endeared him to his friends as to make them almost forget the greatness of his character, — greater even than his most brilliant achievements, which have added fresh lustre to the renown of the American navy, and which required no mere official recognition or appreciation to place his name in the first rank of the naval

heroes of the world, and to insure to his memory an undying hold upon the hearts of his countrymen.

Resolved, That these Resolutions be entered upon the records of the Board, as an expression of our deep sense of the loss we have sustained, both in our personal and official relations to our lamented friend and associate, and that the Chairman be requested to communicate a copy to Mrs. Farragut, with an assurance of our sincere sympathy with his family in their great bereavement.

The Resolutions were unanimously adopted.

Letters were received from President GRANT, Secretary FISH, Governor GRAHAM, Governor AIKEN, and Mr. EATON, regretting that they were unable to be present, and expressing their sorrow for the loss of Admiral FARRAGUT.

The resignation of Mr. BRADFORD was accepted, and his letter was referred to a committee consisting of Mr. EVARTS, Mr. RIGGS, and Mr. WATSON, who reported the following

RESOLUTIONS:

Resolved, That the Board have received with great regret the announcement of Hon. E. A. BRADFORD, that the condition of his health requires him to forego the hope of the longer performance of his duty as a member of the Board, and compels him to resign his place in the administration of the charitable Trust confided to us.

Resolved, That, in accepting Mr. BRADFORD's resignation, we gratefully acknowledge the intelligent interest and aid which, under all the disadvantages of remote residence and impaired health, he has contributed to the execution of the Trust, as an associate in which he was named by its generous and sagacious Founder.

Resolved, That we earnestly hope that Mr. BRADFORD'S health may be restored, and that he may live to co-operate, by his influence and his interest in the cause of Southern education, with the future operations of the Board.

Resolved, That the Chairman be requested to communicate a copy of these Resolutions to Mr. BRADFORD.

The Resolutions were unanimously adopted.

On motion of Mr. MACALESTER, it was

Ordered, That the next Annual Meeting of the Board be held on the first Wednesday of June, 1872.

The General Agent presented and read his Report, as follows:—

REPORT OF DR. SEARS.

To the Trustees of the Peabody Education Fund.

GENTLEMEN: Four years have elapsed since you entered upon the great work committed to your trust. The first was mostly spent in originating and maturing a plan of operation; the second and third, in an attempt to introduce it among the people of several Southern States at a time when the civil government was in an anomalous condition; the fourth, with which we are now more particularly concerned, in bringing it into harmony with the new but more normal condition which all the States have at length assumed. There has not yet been, and there may not ever be, a year requiring more nicety and delicacy than this last in adjusting our action to that of all these States. To say nothing of the agitation of the public mind on questions of surpassing interest to the people, which has characterized the year, and diverted men's attention from the subject of education, actual changes have taken place in almost every State, which could not do otherwise than affect the condition of the schools.

Three—namely, Virginia, Georgia, and Texas—have undertaken to introduce a uniform system of public instruction; and all but the last have completed their work. Three or four others have passed through important changes, which, while they will hardly endanger the essential features of their common-school laws, may lead to some modification of them. One or two are endeavoring to enforce the law favoring mixed schools. One has abolished the act establishing the State system of schools, and substituted a county system. Only three of the States receiving assistance from us remain unchanged. When it is remembered that it has been our plan from the beginning to act in concert with the State authorities, wherever it is possible, it will readily be seen in what delicate circumstances we are placed, and what wisdom and prudence are necessary for the successful performance of our duties. And yet it may justly be affirmed that our work has not been impeded. On the contrary,—to the credit of the people be it said,—more has been accomplished in this than in any previous year. Nothing can be more grateful than such evidence of the progress of public opinion on the subject of education, and of a just appreciation of our aims by those whom we seek to benefit. Whatever differences of opinion there may be on other points, there is a general agreement on this, that the safety and prosperity of a State depend largely upon the means of instruction enjoyed by the people. Conflicting views may be entertained in respect to the expediency of a particular system of public schools; but none are found to exist, in any respectable body of men, in regard to the necessity of some effective system. The embarrassments, therefore, under which we labor, arise not so much from opposition to our plans, or indifference to them, as from delays caused by the uncertainty of future legislative

action. So long as the policy of a State is unsettled, it is impossible that sufficient funds should be raised, or proper measures matured, for the support of schools. Even after a well-considered school law is passed, it usually requires from six months to a year for preliminary arrangements, and a much longer time for a complete and uniform organization of schools throughout the State.

The rules by which I have been governed, the last year, were laid down in a printed circular and card; the former for the information of the public, the latter for the use of those who acted as agents. From the circular, the following paragraph may be here presented:—

“It being impossible for the Trustees, with the means at their command, to assist all classes of schools, they have, after mature deliberation, and with the approbation of the donor, determined, for the present, to confine the benefits of the Fund to *public free schools*, believing that in this way the most needy portions of the whole population can best be reached. [The entire cost of maintaining schools is in no case met by the Board: a small part only of the current expenses (rarely more than one-fourth) is contributed, by way of encouragement and aid, and placed in the hands of proper school officers. The plan of the Board is to concentrate their efforts upon a limited number of the larger towns; selecting those which will, by their example, exert the widest influence upon the surrounding country. The maximum given to any city is \$2,000; the minimum is about \$300; the number of white pupils which receive aid in any one locality being not less than one hundred. The amount of aid given to any city or town will be determined partly by the number of children to be provided for, and partly by the amount of money raised by tax or contribution by the people themselves.”

The card, as will be seen, contained more specific instructions:—

~~FOR~~ FOR WELL-REGULATED PUBLIC FREE SCHOOLS,
continued about ten months of the year, and having a regular
attendance of not less than 100 pupils, averaging 85, we pay . \$300

"	"	"	150	"	"	"	"	"	"	450
"	"	"	200	"	"	"	"	"	"	600
"	"	"	250	"	"	"	"	"	"	800
"	"	"	300	"	"	"	"	"	"	1,000

The people are to pay for current expenses at least twice, and usually three times, as much as they receive from the Fund ; to grade their schools ; and to furnish a teacher for every fifty pupils. At present, we pay for colored schools two-thirds of the rates above named.

The applications for assistance, made in conformity with these regulations during the year, have corresponded almost exactly with the amount of money at our disposal. The only result of a questionable character is the disproportionate multiplication, in some States, of small schools, barely reaching our minimum number of pupils. A little more stringency in our rules, from year to year, may become necessary. This may be demanded, not only on account of the natural growth of the common-school system, and of the number of schools in each State, but because an increased use of our Fund in aid of small schools would tend to lower the standard of popular education. In the larger towns there is generally more enterprise and ambition to carry their schools to a high degree of perfection. They also pay a much larger proportion of the expense, and soon assume the whole. By coming in a timely manner to their assistance, we may be the means of planting institutions that will be permanent, and continue to grow after we have withdrawn our fostering care. In the smaller towns, school committees are more liable to yield to considerations of extreme economy, at the sacrifice of the quality of the instruction given. The effect, moreover, of their depending on foreign aid for meeting so

large a proportion of the expense incurred, will, in many instances, notwithstanding all our efforts to the contrary, be to leave them at last in a feeble and helpless condition. Most of all, the ever-growing demand for assistance in this direction, from thousands of new districts springing into life, will render it necessary to restrict ourselves within narrow limits.

The progress made in school legislation, and the order introduced in managing the educational interests of the States by means of a larger supply of public-school officers, are leading to a corresponding change in the nature of my duties. What I was at first obliged to do myself, in visiting towns and making personal examination of the condition and wants of the schools, is coming to be effected more and more every year, and in a better and safer manner, by the men whom the people have charged with this duty. To superintend the work of others, whose valuable services are freely placed at our disposal ; to keep up a correspondence with all the parties interested in any manner in the Fund ; to negotiate separately, either directly or through others, with every school assisted by us ; to obtain from official sources the necessary evidence that all the conditions made and accepted have been faithfully fulfilled ; to make payments accordingly, and to keep accounts of all the moneys received and disbursed ; to prepare all necessary papers and documents, — these and similar duties have, during the past year, made unusually large demands upon my time.

From this general view, we pass to a more particular account of what has been accomplished in each State.

VIRGINIA.

Since our last meeting, this State has, according to the requirements of the Constitution, enacted a school law,

filled all the offices provided for, and commenced with great vigor the organization of the schools. The law requires the establishment of a uniform system of public free schools, to be administered under a Board of Education, by a State Superintendent, County Superintendents, and District Trustees. The Board of Education, consisting of the Governor, the Superintendent, and the Attorney-General, is to appoint County Superintendents, subject to confirmation by the Senate ; and to make all the rules and regulations necessary to give effect to the law.

The State Superintendent is to be elected for four years, by the General Assembly. It is his duty, as chief executive officer, to have the general oversight of the schools, to give the County Superintendents their instructions, to interpret the law and to see that it is executed, and to attend to all the details usually connected with this office. The County Superintendents are merely assistants of the State Superintendent, with certain specific duties assigned them by law. The District Trustees are appointed by the Board of Education for a period of three years. It is their duty to call district meetings for levying taxes, to employ teachers who have been approved by the County Superintendent, to exercise a supervision over the schools, to take the census of children required by law, and to report annually to the County Superintendent.

The law provides for a school fund ; and, besides this, for a school tax of not less than one mill, nor over five mills, on the dollar ; for a county tax, which must equal the apportionment received from the State ; and a district tax for school-houses, furniture, and apparatus.

There is a provisional act which allows the Superintendent and the Board of Education a limited period for the gradual introduction of this system. The first steps have already been taken. A vigorous effort is made to

establish, at the outset, one good school in each county ; and as many others, in the larger districts, as the funds will allow.

It is to be regretted that the Constitution requires that the whole State be districted, and that a uniform system of schools be maintained ; which is interpreted as meaning that the large cities shall be divided into independent districts, to be under the charge of Trustees appointed by the State Board of Education. This law takes from the cities the power to establish and support their own schools. Indeed, the city governments, as such, have nothing to do with the schools. It is easy to see that the State funds will not be sufficient for the maintenance of annual schools, and that the cities will not contribute money which is to pass out of their own hands. According to this law, there can be nothing but disconnected primary schools, and these for only part of a year, unless there be some compromise between the State and city authorities. It is believed that this evil will soon be remedied by a special law.

Assistance has been rendered to twelve cities and towns in Virginia, besides what has been appropriated for Teachers' Institutes and the Journal of Education.

Richmond. — The Mayor recently informed me that the city is now educating 3,200 children, and has accommodations for about 400 more ; that it is supporting 39 white, and 33 colored schools ; and that it has appropriated \$42,600 for their maintenance. We contribute \$2,000, in addition to that amount.

To the Normal School we have continued the sum given last year, which is \$1,000. The Secretary, in a letter just received, says : " Our school is crowded with a long list of pupils waiting for admission, whenever there shall be room. I am sure that the influence of the school was never

greater. Reports come almost daily of something, either of manner or of matter, being adopted from it into other schools."

Petersburg. — According to the last printed Report, there were during the past year 4 schools for white children, under 13 teachers; and 5 for colored, with 12 teachers. The number of pupils enrolled was 2,661, of whom three-fifths were colored. The average number was 1,317. The total cost of the schools was \$17,546. The City Superintendent wrote me, in January: "Our public schools are doing a good work, and the number of scholars is constantly increasing. We have just completed a new school building, with four large rooms, for colored pupils. The Common Council pays for it, which, with the cost of teachers, fuel, books, &c., will cost upwards of \$20,000 for this year. We have received nothing this year to aid us from any source; but hope to obtain our *pro rata* of the tax assessed by the State for public education, when the law is so amended as to permit its coming to cities. It was by your aid, in 1868, that our system of Public Schools was started, and they have proved to be a most wonderful success." The amount contributed by us is \$2,000.

Portsmouth complied with our terms, raising \$3,000 for the support of its free schools; and we, according to agreement, have paid the sum of \$1,000.

Lynchburg has a population of 12,020, and 3,000 children of school age. It is proposed to contribute from the Peabody Fund \$2,000, if the city succeeds in carrying out the plan of erecting four school-houses; costing, in the aggregate, about \$60,000, providing accommodation for 1,200 or 1,300 children, and making additional arrangements if the attendance be such as to demand them.

Alexandria opens its new public schools under favorable auspices. It is carrying on 4 schools for about 400 white

children, under 8 teachers; and, for colored children, 2 large graded schools, one for each sex, with 6 teachers and 328 pupils. The expense of the schools will exceed \$9,000. Of this sum, \$1,000 is paid from our Fund.

Staunton has just established public free schools for the first time. The City Council appropriated \$6,000, provided modern school furniture for the school-rooms, and employed skilful and experienced teachers for the instruction of more than 300 children. Our contribution is \$1,000.

Fincastle. — The two townships bordering on this place have, by joint effort, established here a public free school of a high character, employing 4 teachers for a little over 100 pupils. They have received from us the promise of aid to the amount of \$300.

Lexington. — The County Superintendent wrote me in January: "I have been informed that you are prepared to extend aid from the Peabody Fund to 'graded schools,' numbering not less than 100 pupils. The Trustees of the Lexington District have already taken steps to organize two such schools here, embracing at least three grades of elementary instruction. The school will be opened during the present month, with more than 100 pupils." I replied that \$300 would be granted on the usual conditions.

Manassas is renewing its efforts with increased energy to maintain its free school, and has the promise of continued aid to the amount of \$300 for the present year.

To the Hampton Normal and Agricultural School the sum of \$800 is given, for the training of 16 normal pupils, who are in the last year of their course. These are carefully selected from the whole number of pupils.

The Principal of the Hollins Institute, after reporting the names of the normal pupils receiving aid from us, adds: "The young ladies sent out as teachers are most exemplary characters, and several of them possess the highest culture

this school can give. I am sure your Trustees would unanimously approve of the appropriation made, if they could see these persons now at their work, teaching in different parts of the State." The amount given is \$500, on the same conditions as before, and as at other Normal Schools, namely, to assist 10 or more pupils selected from the whole number.

To Dr. Broaddus, who has placed 30 orphan children in school, to train them for teaching, we have paid \$300. His benevolent labors will now cease, and all such pupils will henceforth attend the public schools.

To the State Superintendent \$600 have been appropriated, for the purpose of holding six Teachers' Institutes during the year ; also, \$200 towards paying the expenses of the Journal of Education.

NORTH CAROLINA.

In this State the public-school system has struggled through the first year of its trial, with as much success as could be expected in such times of party strife. It has met with some opposition, and more coldness. The taxes have been imperfectly collected and paid into the treasury ; and the counties and townships have been negligent in making the returns required by law. The consequence is, that the schools have not been well supported, and that the statistics are not complete. It appears from the Superintendent's Report that there are 342,168 children of the legal school age in the State, of whom about two-thirds are white, and one-third colored ; and that the public money available for their education the present year will be only about \$200,000. The whole number of children attending the public schools in 1870 was about 50,000 ; and the number of such schools was about 1,400. Next to the lack of adequate funds and of a general interest in the public

schools, is the want of competent teachers, and, perhaps we may add, of competent school committees. North Carolina is not alone in suffering from these deficiencies. It might not be inexpedient to offer to the State some inducement to establish a Normal School, and some assistance in providing for the expense of holding Teachers' Institutes in the several counties.

During the year just closed, the Superintendent has rendered us valuable service in examining the applications for aid which were received from committees in various parts of the State. Several perplexing cases were carefully investigated and adjusted by him, which, but for such assistance, must have been passed over in neglect, or decided without proper knowledge.

Of the benefits received by the State from the Fund which we represent, he thus speaks, in concluding that part of his Report which refers to this subject: "The foregoing statements render it evident that the Peabody Fund has been of essential service to the people of North Carolina during the past year. The Superintendent has found the Agent of that Fund willing to afford assistance whenever it was consistent and practicable for him to do so. It is proper also to say, that the donations from this Fund have greatly strengthened the free public-school system of the State. To the Trustees and Agent of this Fund, the people of the State should be fervently grateful."

The city of Wilmington has at length assumed the support and control of the free schools, which have hitherto been sustained by private contributions. In reply to the Mayor, who had inquired what assistance we could render him, I wrote, under date of Jan. 2, 1871: "I beg leave to say that, if the city government will adopt the schools and maintain them as public free schools for the residue of the year, paying \$1,000 towards their support, the Trustees of

the Peabody Education Fund will pay an equal sum for the same purpose, with the understanding that the whole length of the school be not less than ten months, and that the remaining \$500 necessary to make up the sum of \$2,500, the estimated cost of carrying on the schools, be obtained from some other quarter." This arrangement was made by the advice of the State Superintendent, and with the hearty concurrence of all the parties concerned.

To the city of Newbern we pay the same amount (\$1,000) for a school of 300 or more pupils. This is a continuation of our former contribution.

With the city of Fayetteville an agreement was made, through the State Superintendent, to pay \$1,000 towards the support of free schools during the year, with an attendance of not less than 550 pupils.

An appropriation of \$600 was made to Washington to pay the expense, in part, of a white school of over 100 pupils, and a colored school of over 300, for a period of ten months.

To the schools of Hillsboro', the usual sum of \$500 has been given, to be expended under the direction of Governor Graham.

The other schools to which donations have been made are all upon the same footing; and all but one have fulfilled the conditions laid down in the circular and card mentioned above. The pay of that one was reduced one-half. These schools are included in the following list:—

Cottage Home	\$300	Newport	\$300
Gilmer's Store	300	Pelletiers Mills	300
Hayesville	300	Rown Mountain	300
Jamestown	300	Smithville	300
Kenansville	300	Springfield	300
Mars Hill College	300	Thomasville	300
Mt. Gilead	300	Oak Ridge	150
Grassy Creek	300	Charlotte (col'd)	200
Durham's Creek	300		
Amounting in all to			\$9,350

SOUTH CAROLINA.

In reply to a letter of inquiry addressed by me to Mr. J. K. Jillson, State Superintendent, I received, Jan. 14, 1871, the following statement:—

“The second Annual Report of the State Superintendent of Education of the State of South Carolina, 1870, will be ready for distribution sometime next week. I think said report contains the items referred to in your letter. Public funds amounting to about \$75,000 have been expended in support of schools for the scholastic year, ending June 24, 1870.

“The following statement shows the number of free or public schools in each county of this State for the scholastic year aforesaid:—

Abbeville	30	Lancaster	29
Anderson	40	Laurens	14
Barnwell	66	Lexington	6
Beaufort	42	Marion	39
Charleston	52	Marlboro'	9
Chester (No returns).		Newberry (No returns).	
Chesterfield	29	Oconee	15
Clarendon	19	Orangeburg	35
Colleton (No returns).		Pickens	11
Darlington	21	Richland	29
Edgefield (No returns).		Spartanburg	54
Fairfield	24	Sumter	21
Georgetown	20	Union	45
Greenville	27	Williamsburg	7
Horry	16	York	48
Kershaw	21		

Whole number of counties, 31.

Returns have been received from 27 counties.

Whole number of “free common schools” in the State, as per returns, 769.

“I am very anxious to have established in this city a thorough system of city schools; said schools to be free

common schools, of course. Such a system has never been known to exist in this, the capital of South Carolina. The General Assembly of this State, now in session, will, I think, enact a law making city-school organizations independent of the county-school organizations as to the management of local affairs, and requiring the officers of such city organizations to report annually to this office. I am endeavoring to prevail upon the City Council of this city to make an appropriation for the support of city schools, to be expended in conjunction with the State funds. Allow me to inquire if we may expect any aid from the Peabody Fund in this enterprise; and, if so, what will be the conditions on which we can obtain such assistance."

To the above inquiry I sent the following reply: "Whenever the city of Columbia shall establish public free schools sufficient for all the children within its limits for a period of ten months, and organize them to the satisfaction of the community, adding to its share of the public-school money \$2,000 from its own treasury for current expenses, the Trustees of the Peabody Education Fund will contribute a like sum for the same purpose." The reason for requiring so small a proportion of the expense to be borne by the city has been given in a former report. The proportion and the amounts remain the same as they have been in former years.

Charleston. — A communication was lately received from the School Commissioners of this city, informing me that the teachers of their schools were in great distress from having received no salaries for six months. The treasury is empty, and no money can be obtained till after the passage of a bill by the Legislature, empowering the city to levy a special tax. The Commissioners say: "The schools have been kept open in the hope of procuring aid from some source, but as yet without success." In these cir-

cumstances it has been thought best to appropriate \$2,000 from our Fund, for the relief of these schools. The number of children attending them is 2,101 white, and 1,742 colored. The number of teachers is 67.

Greenville. — The Committee of the Peabody Schools, in this place, say in their Report of Aug. 3, 1870: "In the several schools under our charge, the names of 370 pupils have been received during the year, the average attendance being 300. To instruct these pupils, the Board has expended \$5,261.28; which amount is covered by the donation of Mr. PEABODY's agent, the subscriptions of our citizens, and the proceeds of a concert. Of the 370 pupils on the present rolls, 34 have come to Greenville especially to attend our schools. We have received from the Peabody Fund \$2,500, and from subscriptions \$6,067.78. With this fund, we have conducted our schools for two years; teaching 200 pupils the first year, and 370 the second. The cost of each pupil, to our citizens, for the period of two years, has been \$10.64, or \$5.32 for each year." We pay \$1,000 the present year.

Beaufort. — A letter was received in November last from W. W. Corcoran, Esq., of Washington, an early friend of Mr. PEABODY, in which he says: "A very strong appeal has been made to me in behalf of the school at Beaufort. The parents of the pupils are entirely unable, by reason of their losses during the war, to contribute any thing whatever to the support of the accomplished teacher who has had charge of the school, but who will be obliged to relinquish it, unless they can get assistance. The school has been sustained heretofore by an annual contribution of \$300 from the Peabody Fund, and a like sum from a society in St. Louis; but I understand these resources have been withdrawn, and the pupils will be left without the means of education. Deeply feeling for their situa-

tion, and sympathizing with them in their appeal for help, I beg to bring the subject to your attention ; and add, that, if you will continue the advance of \$300 for another year, I will add another \$300, and see that they are supplied with books, which, they say will cost \$100 more."

As no further aid had been provided for this school, and as we could not, with justice to others in like circumstances, assume the whole expense of sustaining it, I had declined the continuation of our contribution. But on receiving the proposition above given, with the additional consideration that the mingling of his funds in such a manner with those of his special friend would have delighted Mr. PEABODY, were he living, I could not do otherwise than comply with the request.

To the school at Mt. Pleasant which was suffering under peculiar embarrassments, the sum of \$500 was granted for another year.

The sum of \$200, which had been given to the free Academy at Spartanburg, was continued for a second year. The committee say : " Ours is one of the best free schools in the State, according to its size ; but we should have been compelled to suspend it for a time, had it not been for your assistance."

The past year has not been favorable for the prosecution of our work in South Carolina. The new school law has not been in operation long enough, nor have the school funds been ample enough, to produce very marked results. With the apportionment of the school money received by the several districts, it is impossible to maintain schools but for a very brief period : and the people are either unable or disinclined to make very strenuous efforts to prolong the public schools, or to open others of their own. Another year, it is hoped, will offer better opportunities for contributing something towards the education of the people in other parts of the State.

GEORGIA.

Persistent efforts have been made from year to year by the State Teachers' Association, a highly intelligent body of men, and other friends of education, to prepare the way for the passage of a school law adapted to the circumstances of the people. The Legislature has at length been induced to take action on the subject. The law thus passed was approved Oct. 13, 1870. It provides for a State Board of Education, like that of Virginia, already described, except that it includes the Secretary of State ; for a State School Commissioner ; for County Boards of Education, and Commissioners, and for Trustees for the sub-districts. Each county forms a school district, as it does in Florida and Mississippi. The following peculiarities are observed in this law : It makes it the duty of the Board of Education to determine the amount which, in addition to the income of the school fund, it will be necessary to raise by general tax, in order to support a school three months in every district of the State, and to report the estimate annually to the General Assembly. It is made the duty of the Commissioner to give such instructions as he may deem requisite and proper for the organization and government of schools, to the local school officers, who are required to act in conformity therewith ; having the right, however, of appeal to the State Board of Education.

The County Boards consist of one person to be elected by the people from each militia district, one from each ward in any city of the county, and one from each incorporated town. These Boards elect one of their own members for a County Commissioner. They have power to establish such "graded schools" (high schools) as they may think proper in the county ; and also to exercise all

the powers of the Trustees of the sub-districts, whenever the latter neglect their duties. The County Commissioners hold the same relation to the sub-districts that the State Commissioner does to the counties; and are paid \$3 a day, while in actual service. The Trustees are to have charge of the primary schools in their respective sub-districts. In contracting with teachers, they are to be governed by the amount of money received from the State. For the erection and repairs of school-houses, they are required to levy such a local tax as the County Board shall determine. The white and colored children are to be taught in separate schools. In contiguous districts, having a sparse population, provision is made for "ambulatory schools" of two months' duration in each district. The same error seems to have been committed in respect to city schools as was noticed in the Virginia law.

It will require scarcely less than a year to put this law in operation throughout the State. As yet, of course, nothing could be done by us in conjunction with the authorities just coming into power. We continue, therefore, still to act on our former plan of selecting and aiding only those cities which can, with such help, support free schools.

The last appropriation made to the city of Savannah was for the year 1869-70. I had good opportunity, in the month of May, to see what progress had been made in its schools during the three years in which it had received the benefit of your Fund. At the meeting of the State Association of Teachers held there at that time, one half-day was spent by the members in visiting all the schools of the city. It was the testimony of the most intelligent of these visitors, — themselves teachers by profession, many of them in Colleges, — that they had learned more of the superior

excellence of public schools, during that half-day, than ever before. Such perfect classification, such conveniences for the school-room, such skill in the art of teaching and government, were, in their opinion, hardly to be found elsewhere in the State. The influence of this living and conspicuous example is of inestimable value, and is already beginning to be widely felt.

The city of Columbus did not intend to call on us for any further assistance; but, in March last, its large Female Academy building was burned nearly to the ground. A new building, in a more modern style, was under contract in August last, and is, no doubt, completed before this time. The old church, in which another school was kept, has been sold; making it necessary to procure another building. The President of the Board, at the close of a long letter, says: "If, in view of these facts, you can, as Agent of the Peabody Fund, consistently aid us with another appropriation, we shall feel under greatly increased obligation." An appropriation, amounting to \$1,500, was accordingly made. This city ranks next to Savannah in its schools, and is doing a noble work for the western part of the State, as the latter is for the eastern.

The condition of the schools of Augusta, to which we contribute \$1,000, I cannot better describe than in the language of its Superintendent: "As to our schools, we have not been able, so far, to organize a system which either you or I would fully approve; but you would be gratified to see how well it works, imperfect as it is. By the opening of the next year, we hope to put in operation a graded system, fully in accordance with your views. This year is, I think, a decided improvement upon the last. The teachers work well, and the pupils exhibit great progress."

It was proposed by the city government of Atlanta last year to inaugurate a grand system of public schools. The

new law has probably interposed an insurmountable obstacle to that project. If it be so, the necessity of removing it will soon be perceived. The offer then made of assistance from your Fund is still available for them.

The colored Normal School, called the Atlanta University, is in successful operation. The number of normal pupils has been so great that we have increased our appropriation from \$500 to \$800; the conditions being the same as at Fisk University in Tennessee, and Hampton Institute in Virginia

Correspondence was also opened with Milledgeville, Macon, and some other towns, with reference to free schools conducted on our general plan; and distinct propositions were made to them, from which, however, no definite response has been received.

FLORIDA.

By the new school law, approved Jan. 30, 1869, but not put in operation by establishing schools till near the end of the year, the Governor appoints, the Senate approving, the Superintendent of Instruction and the County Superintendents. There is a State Board of Education similar to that of Virginia. Each county constitutes a school district, over which is placed a Board of Instruction, composed of not more than five members, who are recommended by the representatives of the county, but appointed by the State Superintendent. The population is too sparse to admit of the ordinary district or township plan. On the 1st of May last, 26 counties out of 39 were reported as having organized their Boards, and opened schools. These schools, 250 in number, with an attendance of 7,500 pupils, were to be supported partly by the State tax, and partly by the county tax. The former, which was hardly sufficient to maintain schools for two or three months, was greatly

reduced at a special session of the Legislature, held after the schools had commenced; and the latter, always variable and uncertain, was, in most instances, too inconsiderable to furnish any sufficient relief. In many towns, however, the schools were kept up by means of private enterprise and liberality. This was the more necessary from the fact that private schools had very generally been merged in free schools.

Contributions from the Peabody Fund have been made to the following towns:—

Tallahassee. — The West Florida Seminary, at this place, was converted into a public school last year, and made free to all. Our donation was \$1,000, which is continued for the present year. The President of the Board, under date of June 21, 1870, writes: "For the first time we have been enabled to have a free school for both sexes. It has worked well. Minor schools have been broken up, and, by consolidation, we have been able to employ an efficient corps of teachers, who would devote themselves exclusively to their several departments."

St. Augustine has the same appropriation as last year, namely, \$1,000. Dr. Bronson, the Superintendent, writing Oct. 14, 1870, says: "The school has been opened, and is now in successful operation. I am quite sure there is not so good a school in the State. The expense to me has been large, and I should like all the aid you can give." The writer, though sending no children to the school, gave it \$500 the first year. The Mayor, in acknowledging the receipt of the money contributed by the Peabody Fund, remarks: "Our school has been a great success, for which we are much indebted to yourself and Dr. Bronson."

Key West. — The County Superintendent writes: "We have in the city, now in operation, two public free schools: one white, of 216 scholars; and one colored, of 172. We

have raised for school purposes \$2,500, and shall probably raise more by subscription. We shall open more schools as soon as our means will allow. We are endeavoring to make our schools first-class, graded schools." I have promised the city \$1,000, on condition that the schools be continued ten months, and that not less than seven teachers be employed.

At Gainesville is the East Florida Seminary, with a primary department, which is adopted as the public school. For 100 pupils in this school we pay \$300; and for a colored school of 200 we pay the same amount. The Board of Trustees informed me, that, while the primary department, supported by the county and by the Peabody Fund, was in a flourishing condition, the other department, depending on State aid, will probably be obliged to stop, unless we can afford it some additional assistance. The teachers receive their salaries in State scrip, which is worth only 23 cents on the dollar. The Board therefore applied for a special appropriation of \$400, in addition to the \$600 already proffered. It is believed that with this aid, in a time of extreme exigency, the seminary can safely rely on its regular support from the State in the future. It has educated many of the teachers now employed in the public schools; and the new appropriation asked for was heartily recommended by Superintendent Chase, just before his death. It was made accordingly.

"The schools of Pensacola," observes the County Superintendent in his letter asking for help, "are public free schools, and properly graded, as far as is practicable; and the instruction is the best we can get. We employ 5 teachers, with accommodations for 250 or 300 pupils, and there is no doubt but that we shall have that number." This application was approved by the State Superintendent, and a donation of \$600 was accordingly made to continue the schools through the year.

From Monticello I received the following representation : "Our public school has recently closed its second year under the present management, with a very thorough and satisfactory examination. We desire to carry on the school as we have done under the impetus given by you, and to offer to every white child in the county of Jefferson a thorough English education. Can we rely upon the aid we have thus far received from the Peabody Fund? We have already raised more than half of our usual subscription ; and if we can receive the assurance of aid from you, it will do much to stimulate the generosity of our own people." The request was complied with, and \$700 appropriated as formerly.

For a public school in Madison, the late Superintendent Chase made arrangements according to the instructions given him, pledging \$500 from our Fund. He said : "The best and most intelligent citizens unite in the proposed plan."

The school at Lake City receives \$500, under the same circumstances and on the same conditions as heretofore.

To the city of Quincy, the sum of \$600 was given for a school of 216 pupils, to be instructed by 4 teachers. Owing to the unfortunate Act of the Legislature, passed during the session of the school, reducing the tax, the teachers could not be paid their full salaries. A controversy which arose between the committee and the teachers, and a consequent dissatisfaction among the people, resulted in a diminished attendance.

Ocala has an excellent colored school of over 100 pupils, kept ten months under the supervision of the County Superintendent. It occupies a spacious building, erected by the Freedmen's Bureau, and is designed to be a school of high character. We contribute \$200 towards its support.

In Appalachicola, a good colored school of 100 pupils, which was under the supervision of the County Superintendent, received a donation of \$200.

ALABAMA.

The system of common schools, established a little more than two years ago in this State, has met with some opposition. Different views of State policy have proved a serious hindrance to its introduction. It is to be hoped that so general an interest as that of education will yet be sustained by a common policy, and adopted by all the friends of progress and of good order. In consequence of these discouraging circumstances, the scale of our operations has not been so much enlarged as in some other States.

In Mobile, there has been a litigation about the jurisdiction of State and city officers, which has had the effect to nullify the agreement previously made by us with the city School Board ; and the new State Board has not sufficient funds, without the co-operation of the city, to renew the engagement.

Selma continues to maintain its high rank, placing it at the head of the list in respect to good schools, of which a full account was given in my last Report. The city appropriation is over \$10,000 ; and ours is \$2,000, for upwards of 500 pupils.

Correspondence was opened with the School Board of Montgomery, which, in the end, led to the completion of arrangements for the establishment of public free schools. The Secretary of the Board says, in his letter of Jan. 11, 1871 : " After the receipt of your letter, we commenced work, with the following result. We have secured \$4,000 for school purposes, outside of public-school funds. We have furnished four rooms with respectable furniture, and

organized a system of schools with four grades ; employing 10 teachers for 524 pupils, most of whom are in regular attendance. Our system is not perfect, nor our schools all that we could desire ; but we are on the road, *thanks to your generous offer*. Five schools commenced in October, and the others as they were needed." The encouragement offered by us was \$1,500.

From Greensboro', which has an appropriation of \$1,000, we have the following report : "The schools here, to which I have given aid from your liberal donation, have been kept open for the full scholastic year. There have been in attendance at these schools about 325 pupils, under the charge of 7 teachers. The State contributed about \$1,300, and patrons, &c., about \$1,000 ; and I hope, with some aid from you, to do better for the next year."

In Huntsville, our original plan, as reported last year, could not be carried out. It has therefore been changed, making the appropriation only \$1,000 ; and, in its modified form, been executed with satisfactory results. The County Superintendent, writing Nov. 12, 1870, certifies that "the public schools of Huntsville reopened on the 5th September, 1870, with accommodations for all the children in the city. The schools are kept for a term of eight months. The present attendance is 447 colored children, and 226 white. A good work has been done in this city and county ; and, if the same efforts are put forth in the future that have been in the past, we cannot fail to have a good system of education established in the State."

La Fayette has within its borders "over 160 white children entirely dependent on others for all the education they receive ; and over 200 colored, all of whom are as poor as when they were made free." There is a good college building for the use of the white school ; and a new house is in process of building, to serve as a church and a school-house

for the colored people. The Superintendent says : "The schools were opened in January, 1870 ; and, with your kind help, we can keep them up for ten months." The sum appropriated to these two schools was \$550. The attendance was a little less than was expected.

The schools in Girard, which closed in December, and which were reported last year as being helped to the amount of \$1,000, were not attended as fully as was promised. The reason assigned is that, after the representation of the number of children was given, and our appropriation made, "the State Board of Education passed a law which deprived us of a large portion of the children, putting them under the jurisdiction of another county, our school district being divided by the county line. You will thus see," continues the writer, "why we have had only three schools, instead of five. I assure you this appropriation was well bestowed, as there is no place where the percentage of poor children is so great."

Negotiations for further assistance are now pending. The amount given will need to be reduced at least one-half.

A colored school of 100 pupils in Columbiana, which was poorly supported, has been kept in existence by the payment of \$200 for the benefit of the teachers.

Favorable propositions were made to Union Springs, Greenville, Camden, County Line, Midway, and Bladon Springs ; but I have received no intimation that they have been accepted.

MISSISSIPPI.

The school law, which, in its provisions, is very similar to those of other States already described, has been in existence but a few months ; and, consequently, there has not been sufficient time or opportunity to know what its working will be. The first report is yet to be published,

the data for which are only beginning to come in. But it is enough for our purpose to know that the deficiency of funds is so great as to preclude the possibility of having schools for the length of time required by our regulations. We can, therefore, report only such schools as are maintained by the people, without any aid from the State.

Natchez, so distinguished for its excellent schools, is carrying them on successfully, without any further assistance from us.

It can also be said of Vicksburg that it no longer depends on foreign aid for the continuance of its schools.

Summit. — The report from this school continues to be, as it always has been, highly encouraging. I cannot do better than let the President of the Board speak for himself. He says: "In forwarding to you the report of the school for which our town is indebted to you, I was prompted by a desire to represent to you how rich in blessings was the tree which you had planted in our midst. The result has exceeded my most sanguine expectations, not in the number of pupils, but in the desire for education that has been awakened through the land. I cannot impress you with the lethargy that prevailed here before your visit, nor can I convey to you the spirit that is abroad at this time. Persons from fifteen to twenty miles around in this country are renting houses, and securing board, preparatory to the opening of the school in September next. At this time it claims more of public approbation than any school in the southern portion of the State. At the opening of the next scholastic year, we shall add to the grammar school a higher department." In a subsequent letter, written after the opening of the school for the year 1870-71, he adds: "The school is now held in the new school-house, which is a large and commodious building, having a capacity for 500 children, and which has been built by the

voluntary subscription of citizens, at a cost for building and ground of about \$9,000. The expense of conducting the school this session will amount fully to \$5,000. Our Town Council has recently appropriated \$400 for the establishment of a colored school, and placed it under the control of the Board of Directors of the Peabody School. As soon as a suitable teacher can be found, it will be put in operation." Our arrangement to pay \$1,000 has been renewed.

Hazlehurst. — The arrangement of last year is renewed, according to which our contribution is \$1,000, that of the city \$2,000 or more, and the number of pupils attending the school not less than 300.

Jackson. — The attendance on the public schools of this city was too small to justify a continued outlay of \$2,000; and it seemed best to wait till the free schools were better appreciated by the people. But the sum of \$700 was promised on the receipt of the following letter of the committee, dated July 19, 1870: "I received your reply to my letter some months ago, in which you stated that you would rather not give any donation this year to our city schools. As you have been so liberal to them heretofore, we thought we would wait till the end of the session, and see if we could pay our teachers out of what funds we were able to raise. I regret to say that we have not been able to settle with them for the last quarter. The educational bill recently passed by our Legislature deprived us of every cent of revenue, out of which we expected to pay the teachers. They are poor, and altogether dependent on their salaries for a support. At the beginning of the session, hoping to receive aid from the Peabody Fund, we made no charge for attendance in any of the primary departments of our schools. We conducted them on the free system, according to your suggestion, and on account

of it. Had we charged a small tuition-fee, we should have received over \$1,000 in this way, which would have enabled us to pay our indebtedness to the teachers. These are the simple facts. In view of these embarrassments, we once more apply to you for relief."

Crystal Springs. — An innocent mistake in regard to the meaning of our terms was the cause of an effort on the part of the citizens, far beyond my expectation, rendering it proper to pay them \$700, instead of \$300 or \$400, as was originally contemplated. The history of the case is well presented in a letter from the President of the Board, from which I make the following extract: "The citizens of the town and vicinity have subscribed and paid toward the erection of the school-house, purchase of building-lots, school-furniture, and teachers' salaries, the sum of \$3,300. This amount was raised, on the representation of the writer and others, that we would receive aid from the Peabody Fund, to the amount of one-third whatever we raised here. But for the stimulus afforded by your expected aid, I do not think we could have raised \$1,000. We regretted to find our mistake. Had we been aware of this previously, we would have curtailed somewhat our building expenses. Considering the amount already paid by the citizens here, who are but poor at best, we cannot ask them for more money, and yet we have a building capable of accommodating 300 pupils, and plenty of children to fill the house; but we are not able to receive them, for the simple reason we have, under a misapprehension, expended our funds on the building, counting on your aid to enable us to employ the requisite number of teachers."

Durant. — The sum of \$300 was given to the school in this place, although the number of pupils did not quite reach 100. This was fully justified by the enterprise of the citizens in raising funds. In the letter making appli-

cation for assistance, it is said : " Acting under information we thought reliable, that the Peabody Fund would be used as an encouragement to communities rather than a charity to the poor, we have directed our utmost energies to the establishment of a free school. Beyond our expectations, we have procured subscriptions to the amount of \$2,000. Our building committee has engaged the lumber and labor for a house. The cost I am unable at present to state ; yet I may safely say it will not leave enough to secure competent teachers for the year ensuing."

To Biloxi we continue to give \$400, the committee providing \$1,400, for an annual school conducted according to our rules.

In Yazoo City there are two high schools, — one for males and one for females, — besides several smaller schools, all private. The Trustees of the high schools propose that all these be united and organized into a graded system, and made free. We have offered to pay \$300 for 100 actual attendants, or \$450 for 150, which would embrace the whole number of children in the place.

LOUISIANA.

It has not been practicable to make any equitable arrangement to co-operate with the school authorities of this State. We have consequently continued to act upon the plan pursued in former years, availing ourselves of the voluntary services of Hon. R. M. Lusher, as local agent. The mode of distribution adopted for the present school-year is to give the customary aid to twenty-eight localities, which have been selected according to their importance and influence, and which will contribute their share of the expense. The Peabody Normal Seminary, for the State at large, at New Orleans, with six model schools attached, and five auxiliary normal departments at institutions in

the rural districts, for the benefit of pupils who cannot attend the former, receive our patronage.

The local agent has authority to alter the proportions of the donations specified in the list given below, if he see cause; and also to substitute other towns, if any of these shall fail to fulfil their engagements.

SCHOOLS RECEIVING DONATIONS FROM THE FUND.

Towns.	Local Contributions.	Donations.
Arcadia	\$1,600	\$600
Bastrop	1,400	450
Columbia	1,300	400
Harrisonburg	1,500	400
Homer	1,400	375
Minden	1,300	350
Monroe	1,200	375
Nachitoches	1,200	400
Pleasant Hill	1,100	300
Shreveport	2,500	750
Winnfield	700	250
Amite City	2,500	800
Baton Rouge	2,800	1,000
Bayou Sara	2,700	1,000
Clinton	1,420	500
Fairview	750	200
Franklinton	1,000	300
Gretna	3,200	1,250
Livonia	500	200
1st District, New Orleans .	2,000	700
2d " " " .	1,500	500
3d " " " .	1,200	400
4th " " " .	1,200	400
5th " " " .	900	300
6th " " " .	900	300
Plaquemine	900	300
Terre aux Bœufs	1,300	500
Thibodaux	1,475	500
	<u>\$41,445</u>	<u>\$13,800</u>

To this sum of \$13,800 is to be added \$2,100, appropriated to Normal Schools. A large part of these expenditures is covered by the appropriation of last year.

TEXAS.

A little more than a year ago, I visited this remote State, and found that nothing could be accomplished for the object of my mission till after the session of the first Legislature under the new constitution, which required the immediate enactment of a school law. That body has at length passed a law, but it seems not to be very satisfactory to the people. It makes the members of the police court of the county a Board of School Directors. It declares "that the Board of School Directors shall be subject to the rules and directions and supervision of the Superintendent of Public Instruction."

The Governor nominated a Superintendent, but the Senate refused to confirm the appointment. No other nomination has been made, and the office is still vacant. Thus the whole system is rendered inoperative, and it is not known that any county has taken measures for carrying out the provisions of the law. In consequence of this failure, I have not yet been able to effect any thing for schools in Texas.

ARKANSAS.

The present school law was passed in 1868; but the officers appointed under it were not prepared to act with much effect till near the close of the year. The public schools have accordingly been in operation during the years 1869 and 1870. The number of children of legal school age in the State is 180,274. Of these, 107,908 are attending the public schools, — nearly double the number (67,412) which attended last year. The number of schools

has increased in the same proportion, — namely, from 1,489 to 2,537.

Not only have schools been multiplied, but 41 Teachers' Institutes have been held in different parts of the State; a Journal of Education has been published; and, in general, a knowledge of the subject of public schools, and an interest in them, have been steadily increasing. The Superintendent of Public Instruction, in his recent Report, says: "The opposition which at first was manifested to the establishment of free schools has now, that the matter is better understood, almost entirely disappeared; and all parties are, to a good degree, working harmoniously in the effort to build up a good free-school system in this State."

Little Rock. — From different letters written during the year 1870, we take the following extracts: "Our new special law for cities has been in operation since February, 1869. We have in our service 18 teachers, in as many good, comfortable school-rooms. The attendance is about 1,200; the current expenses, about \$23,000. We have a building, costing about \$19,000, nearly finished; and shall commence another high-school building the coming fall, which, when completed, will cost over \$50,000. We are determined that our State, and especially our city, shall not be behind in the cause of education, but rather the nursery of schools." Three months later, the same writer says: "Our funds this year are short, as our revenue does not come in till January next. If we could be accommodated with the sum of \$2,000 immediately, for the purpose of paying our teachers, it would very much relieve us of our present necessities. If you can help us now, we will expect nothing the next school-year. Our revenue for that year will be sufficient to meet all demands." Still later, in October, it is said: "Our city schools resumed work on Monday, September 26th. The enrolment of children is

much larger than last year, the schools being full to overflowing. Those formerly opposed to free schools, having witnessed the results during the past year, are now the ardent friends and supporters of the system; and their children are numbered among the pupils."

The request for \$2,000 was granted.

Fort Smith.—The Superintendent of City Schools writes, October 7, 1870: "Our public schools have opened with a much larger attendance than we had last year. We have a very fine brick building for our white school; and the prospects for a successful year's work are very good. The enrolment of children, in the city, numbers between 600 and 700. There are now 7 teachers employed, and their salaries amount to \$7,250. "Our School Board have been at so much expense in buying and refitting our school building, that they have consumed the funds now in hand, and will not have money to pay teachers before February or March. Can you not help us out of our difficulty, by making a sufficient donation, in advance, to pay these salaries for one or two months? After this year, I do not think there will be any trouble about funds." An appropriation of \$1,500 was made for the year.

Helena.—The County Superintendent remarks incidentally in his letter of June 1st, 1870: "Our Helena school is now a success; and that it is so, is largely due to your advice when here, and to the assistance rendered through your Fund." The Secretary of the District Board says: "The cost of our schools last year was \$2,700; it will reach \$6,000 this year, so that you can see we are making some progress. We expect to build at least one school-house next year, to cost \$8,000 or \$10,000. The schools are becoming more popular, and will soon be universally patronized." The Board had the promise of \$1,000, on condition of keeping the schools open ten months, for 600 children.

Camden.—Two private schools were in session when the public schools were opened; and the parents, whose children were attending the former, preferred to make no change during the term; but would afterwards patronize the latter, if they should be continued. The prejudice which existed against such schools has diminished very much during the last few months. The School Board, of whom most are old citizens, have tried to secure the best teachers, and have used every exertion to make the schools an ornament to the city. To alleviate the burden of expense imposed upon the Board by the necessity of procuring a school building, and furnishing instruction of from 300 to 400 children, the donation of \$1,000 was made.

Van Buren.—To the schools of this town has been given the sum of \$800, in the manner described below, by the Treasurer of the Board: "You will remember the circumstances under which we commenced our schools. With no building in the town suited for school purposes, and none attainable except the Academy, which had been burned nearly to the ground during the war, we were agitating the subject of repairs and re-establishment, in an anxious but melancholy and hopeless way, when you dropped down among us, as it were, and made the offer from the Peabody Fund of \$400 to our Academy, if we would make it a free school; or to give \$800, if, in conjunction with the township Trustee, we would carry on both this and another public school, accommodating 200 pupils; adding that you would rather give the \$800 on these conditions, than the \$400. This offer gave us life and nerve, and induced us to co-operate with the regular free schools. We have put our building in complete repair, furnishing it in the best modern style,—making it perhaps the neatest, prettiest school-room in Arkansas,—at a cost of a little over \$1,600, and kept the school open for ten months. We have also carried on the regular public school for the last five months, paying

all the expenses ; because the public fund was insufficient to carry it beyond the first half-year, and because our agreement with you required that facilities for 200 scholars should be afforded for the year. The sum expended by us for carrying on the schools was \$2,495, making a total expenditure for schools and buildings of nearly \$4,100."

The other schools to be reported are those of—

Colored Asylum, receiving	\$650	Ozark	. . . . .	\$300
Clarendon	. . . . . 600	The Journal of Education		
Fayetteville	. . . . . 600	receives	. . . . .	200
Russellville	. . . . . 500			
Dardanelle	. . . . . 300	Making for Arkansas		\$9,450

Clarendon has two schools, — one for white children, and one for colored. The colored asylum is a large public school, with a normal department. The same is true of the school at Russellville.

Pine Bluff, which commenced its free schools under the influence of your Fund, is now supporting them liberally without your aid.

TENNESSEE

abolished its school law about a year ago, and substituted an inefficient county system in its place. The county courts, which alone have authority to levy the school tax, can find a sufficient excuse for not performing that duty, in the indifference of many of the people to schools and their aversion to taxes. As might be expected, only three counties in the State have taken any action on the subject. There is at present a growing dissatisfaction with the law, which is felt to be as injurious to the reputation and prosperity of the State as it is to the interests of individuals and of families. While in many places the people are inert in regard to education, and in others discouraged by inefficient legislation, there are still other

places,— more numerous than any one would anticipate, — where the citizens, without the aid of the State, take the work into their own hands ; being determined to maintain free schools, till there shall be a law requiring them. To this very cause it is no doubt owing, that so large a demand has been made upon us by towns and villages which have never contributed money for schools so freely before. The following list of towns, villages, and districts aided by us is an illustration of what has been said :—

Edgefield	\$2,000	7th District, Meigs Co. . .	\$300
Knoxville	2,000	Calhoun	300
Clarksville	1,000	Coytee School	300
Jonesboro'	1,000	Cricket Hill	300
Cleveland	750	Pleasant-Grove Academy .	300
„ Colored School . . .	300	Philadelphia	300
Elizabethton	700	St. Clairs	300
Cave Spring	600	Russelville	300
Chatata	500	Rogersville	300
Cog Hill	450	3d District, Meigs Co. . .	300
Cooahulla	400	Whitesburg	300
Boon's Creek	300	11th District, McMinn Co. .	300
Cherokee	300	Washington College . . .	300
Little Hope	300	Holston College	300
1st District, Polk Co. . .	300	Jalapa	300
Springtown	300	Decatur	300
17th District, Washington Co.	300	3d District, Rhea Co. . . .	300
Pleasant Valley	300	3d District, McMinn Co. . .	300
Middle-Creek Academy . .	300	Franklin Institute	300
5th District, McMinn Co. .	300	1st District Bledsoe Co. . .	300
Mouse Creek	300	6th District, Rhea Co. . . .	300
Mars-Hill Academy	300	Hodges School	300
12th District, Monroe Co. .	300		
Rock-Spring Seminary . . .	300		\$20,200

Assistance has been rendered to normal pupils in two institutions ; viz. :—

Lookout Mountain	\$1,000
Fisk University (Colored)	800
	<hr/>
	1,800
	<hr/>
	\$22,000

The town of Edgefield, on account of some legal difficulties in the way of raising money at the present time, received two years' payment, "with the understanding that no further contribution will be expected."

The amount promised to Knoxville is for schools just now opening, and will come into the account of next year. Most of the schools here reported are in the middle of the school-year, which usually begins in October and ends the following summer. It should be observed that Memphis is maintaining its free schools without receiving any further aid from us ; and that Nashville, which has never called on us for aid, has excellent public schools.

The numerous smaller schools named in the list above given, have at least 100 pupils each. They are all under the inspection, not only of local school officers, but of responsible public men in the several counties, who have given their services gratuitously as agents, and certified, in all cases except two or three, that the conditions proposed and accepted have been faithfully fulfilled. The following is a fair specimen of their reports: "The schools under my charge have all been located at central points, easy of access to a large number of children. Each one has been placed under two competent teachers, and has been well attended, and well instructed in elementary studies. The patrons of these schools are united ; and are willing to make any reasonable sacrifices for the education of their children, and for building up schools of a better grade than they have had before. Permanent free schools of a high character will be established at most of the points now occupied by the Peabody Schools."

WEST VIRGINIA.

This State is steadily prosecuting the work in which it has been zealously engaged for the last two years. It has

been obliged to impose a very heavy school tax. But having already borne the expense of supplying the districts with school-houses sufficient to meet present emergencies, it can hereafter adapt its expenditures to the growth of the school system, and to the ability and willingness of the people to support it. The disposition hitherto manifested, on the part of the towns, to make special contributions to bring their schools within the range of our operations, has been continued, and even increased. The attention of the State has been particularly directed to its great want of properly qualified teachers; and it has lately established a third Normal School.

The sums distributed for the present school-year are here subjoined:—

Charleston	\$1,200	Springfield	\$300
Wellsburg	1,000	Independence	300
Grafton	800	Thornton Station	300
Clarksburg	800	Mannington	300
Martinsburg	800	Beverly	300
Buckhannon	600	Rock Cave	200
Weston	600	Normal Schools	1,500
Palatine	600	Teachers' Institutes . . .	1,100
Newberg	600	Journal of Education . .	200
Moundsville	500		
Fellowsville	450		
Orrel Coal Mines	300		
			<hr/>
			\$12,750

From this survey of the field of our operations, and of the appropriations therein made, it will appear that you have assisted 213 towns, districts, and institutions, by the disbursement of \$108,900. In connection with these contributions from the Peabody Fund, the people receiving them have expended, from their own resources, about \$550,000.

B. SEARS, *General Agent.*

STAUNTON, Va., Feb. 14, 1871.

After expressions of gratification by the CHAIRMAN, Governor CLIFFORD, and others, at the results shown by the Report, it was

Ordered, That it be accepted, and printed for public distribution.

On motion of Mr. MACALESTER, the Board adjourned to meet at ten o'clock the next morning.



FEBRUARY 16, 1871.

The Board met at ten o'clock A.M., agreeably to adjournment; Hon. Mr. WINTHROP in the chair.

On motion of Mr. EVARTS, it was

Voted, That the next Annual Meeting be held at Boston; and that a Special Meeting be held in Nashville, Tennessee, in October next, if, in the judgment of the Chairman, after free consultation, it shall be found expedient.

It was

Ordered, That half-past three o'clock P.M., of this day, be the time for filling the vacancies caused by the death of Admiral FARRAGUT and the resignation of Mr. BRADFORD.

On motion of Governor CLIFFORD, it was

Voted, That an additional sum of one thousand dollars be appropriated to meet the contingent expenses of the General Agent, for the next year.

The Treasurer's Report was presented, and accepted.

On motion of Mr. EVARTS, it was

Voted, That the recommendations contained in the Treasurer's Report be referred to the Finance Committee, with full power.

A Resolution offered by the Treasurer, in regard to the reinvestment of any part of the principal of the Trust Funds which is now due, or which may become due, was also referred to the Finance Committee, with full power.

It was

Voted, That Mr. RIGGS and Mr. WATSON be appointed a Committee to examine the accounts of the General Agent.

Having so examined them, they reported, by Mr. RIGGS, as follows : —

The committee appointed to examine the vouchers for disbursements made by Dr. SEARS, as General Agent, have compared the receipts in his possession with the amounts of disbursements, and find receipts for all sums entered in the accounts for disbursements, numbers one to ten inclusive.

Mr. WETMORE, from a committee appointed at the last Annual Meeting, reported as follows : —

The committee appointed at the last meeting "to revise the regulations heretofore adopted in relation to the drawing, expending, and accounting for moneys of the Education Fund, and to report any change in the same that may be necessary," beg leave to report that they have no change to propose therein. They, however, recommend to the Executive Committee the appointment of one of

their number, to whom the vouchers shall be forwarded by Dr. SEARS; and that, after comparing them with the recommendations, he should certify and enclose the same to the Treasurer, with as little delay as possible, for entry.

The Report was accepted, and commended to the consideration of the Executive Committee.

Adjourned till three o'clock P.M.

The Board resumed its session at three o'clock P.M.; and at half-past three the elections for members were proceeded with.

Hon. A. H. H. STUART, of Virginia, was unanimously elected in place of Admiral D. G. FARRAGUT, deceased.

General RICHARD TAYLOR, of Louisiana, was unanimously elected in place of Hon. E. A. BRADFORD, resigned.

The Finance Committee having reported that they had taken no action during the past year on the subject of the Mississippi bonds, but that in their opinion it may be important that some definite action should be taken before the next meeting of the Trustees,

On motion of Mr. MACALESTER, it was

Resolved, That this Board have a deep sense that the time has come for calling the attention of the State of Mississippi to the bonds issued by the State to the Planters' Bank, which are included in Mr. PEABODY's great gift to the cause of Southern education; and that the Chairman, Governor CLIFFORD, and the Secretary be, and are hereby, instructed to frame a memorial to the Legislature

of said State, and to present the same, either by one of their own number or otherwise.

Resolved, That the subject of the collection, adjustment, and settlement of the Mississippi bonds be referred to the Finance Committee, with power to make such terms in respect of the same as shall seem to them expedient.

The Board adjourned until ten o'clock the next morning.



FEBRUARY 17, 1871.

The Board met at ten o'clock A.M.

On motion of Gov. CLIFFORD, it was

Voted, That the action of the Finance Committee, in their instructions to the Treasurer to receive as they may fall due the principal and interest of the bonds and the dividends upon the stocks, held by the Trustees, in currency, without protest, in all cases in which payment in specie or payment under protest is refused, is hereby approved and sanctioned by the Board.

In the absence of a majority of the Executive Committee, the Chairman was authorized to approve the appropriations recommended by the General Agent for the ensuing year.

Before adjourning, the Chairman was instructed to return a grateful acknowledgment to George W. Childs, Esq., for the sumptuous banquet given to the Trustees on Wednesday.

On motion of Mr. MACALESTER, the Board adjourned *sine die*.

TENTH MEETING OF THE TRUSTEES.

BOSTON, June 25, 1872.

THE Trustees of the Peabody Education Fund held their Annual Meeting at the Revere House, Boston, at eleven o'clock A.M., June 25, 1872.

Present: Hon. ROBERT C. WINTHROP, of Massachusetts; Hon. HAMILTON FISH, of New York; President GRANT; Hon. J. H. CLIFFORD, of Massachusetts; Hon. WILLIAM AIKEN, of South Carolina; Hon. W. A. GRAHAM, of North Carolina; CHARLES MACALESTER, Esq., of Pennsylvania; SAMUEL WETMORE, Esq., of New York; GEORGE N. EATON, Esq., of Maryland; Hon. S. WATSON, of Tennessee; Hon. A. H. H. STUART, of Virginia; Gen. RICHARD TAYLOR, of Louisiana; and Rev. B. SEARS, D.D., of Virginia, the General Agent of the Board.

The printed record of the last Annual Meeting having been laid on the table, the Chairman (Hon. ROBERT C. WINTHROP) made the following

ADDRESS:

GENTLEMEN OF THE BOARD OF TRUSTEES OF THE PEABODY EDUCATION FUND:

By the records of the last meeting, you will have noticed that our Annual Meeting for the present year was fixed for

the first Wednesday of June. It was found, however, quite impossible to secure a quorum of the Board on that day. Three of our number, Bishop McILVAINE, Mr. EVARTS, and our Secretary, Mr. RUSSELL, being in Europe, and President GRANT and Secretary FISH being detained in Washington by their official duties,—while the attendance of at least three more of our associates was rendered impracticable by the state of their health or engagements,—it became necessary to adjourn our meeting to this day, when I am happy to see that a majority of the Board is present.

It has required, I need hardly say, no little consultation and correspondence to effect this result; and, in the absence of our Secretary, I have been obliged to assume the whole burden and responsibility of the change. With a view of avoiding such embarrassments in future, and of averting the positive mischief which might result from a failure of our Annual Meeting altogether, I venture to suggest, at the earliest moment, that we should adopt a by-law making something less than a majority of the Trustees a quorum for business. It seems to me that seven members would be enough for a business quorum of such a Board, instead of nine (a majority), as now required; though I should still trust that we should all continue to take sufficient interest in the great work committed to us to allow nothing but absence from the country, or imperative engagements, or personal disability, to prevent our attendance.

I would also suggest that an express authority should be given to your Chairman to change the day of any meeting which may have been agreed upon, when, on consultation with the General Agent and the other officers of the Board, such change may have become necessary or eminently desirable. This is now the second time that a postpone-

ment has become unavoidable from circumstances beyond our control. Indeed, it is quite impossible to foresee, so long in advance, the precise day at which it may be convenient, or even possible, for gentlemen, so many of whom are engaged in public affairs, and some of whom reside at widely distant points of the country, to assemble at our call. If the month be fixed, it might certainly be safe to leave the day at the discretion of the Chairman and Secretary, on due consultation with the other members of the Board.

Before proceeding, however, to invite the action of the Board on these subjects, I desire to place upon record the fact that, agreeably to the order of the Trustees at their meeting in New York, May 27, 1867, and with the concurrence of a majority of my associates on the committee to which the subject was referred, I have caused to be prepared a common seal, for the official use of our Treasurer and Secretary, an impression of which is herewith submitted. It is a simple seal, of the most economical kind, but amply sufficient for our purposes. On the outer rim, it has, for a legend, the memorable sentiment of our Founder, in the toast sent by him to a banquet at his birthplace, accompanying his earliest large public benefaction: "Education,—a debt due from present to future generations." Within, it has the name under which our Board was incorporated: "The Trustees of the Peabody Education Fund;" and in the central circle: "Incorporated by the State of New York, 1867."

It may be well for the Board to pass a formal vote, sanctioning the seal as the "common seal" of the Corporation authorized by our charter.

I would also take this occasion to make formal statement of the fact that, agreeably to the order of the Trustees at their last meeting, and in concurrence with Governor

CLIFFORD and our Secretary, Mr. RUSSELL, who were associated with me in the order, I prepared immediately after our adjournment a memorial to the Legislature of Mississippi, on the subject of the bonds of that State which we hold as a part of the Fund placed in our custody by Mr. PEABODY.

This Memorial is as follows :—

MEMORIAL.

To the Senate and House of Representatives of the State of Mississippi :

The memorial of the Trustees of the Peabody Education Fund respectfully represents :—

That, on the 7th day of February, 1867, the late GEORGE PEABODY gave to said Trustees the sum of One Million of Dollars, the income to be applied “for the promotion and encouragement of intellectual, moral, or industrial education among the young of the more destitute portions of the Southern and South-western States of our Union :”

That, in addition to this gift, Mr. PEABODY placed in the hands of said Trustees “bonds of the State of Mississippi, issued to the Planters’ Bank, and commonly known as Planters’ Bank bonds, amounting, with interest, to about eleven hundred thousand dollars ;” directing said Trustees to employ the amount realized from these bonds “for the purposes of this Trust :”

That, in his letter of trust, Mr. PEABODY described and enlarged upon these bonds, as follows :—

“These bonds were originally issued in payment for stock in that bank held by the State, and amounted in all to only two millions of dollars. For many years the State received large dividends from that bank, over and above the interest on these bonds. The State paid the interest without interruption till 1840, since which no interest has been paid, except a payment of about one hundred thousand dollars, which was found in the treasury applicable to the payment of the coupons, and paid by a mandamus of the Supreme Court.

“The validity of these bonds has never been questioned, and

they must not be confounded with another issue of bonds made by the State to the Union Bank, the recognition of which has been a subject of controversy with a portion of the population of Mississippi.

"Various Acts of the Legislature, — viz., of February 28, 1842; February 23, 1844; February 16, 1846; February 28, 1846; March 4, 1848, — and the highest judicial tribunal of the State, have confirmed their validity; and I have no doubt that, at an early day, such legislation will be had as to make these bonds available in increasing the usefulness of the present Trust.

"Mississippi, though now depressed, is rich in agricultural resources, and cannot long disregard the moral obligation resting upon her to make provision for their payment:"

That, in communicating an addition of a second million of dollars to our Fund, on the 29th of June, 1869, Mr. PEABODY repeated the expression of his confidence that the Mississippi bonds "must before many years be paid:"

That, under these circumstances, the Trustees cannot feel justified in longer postponing an appeal to the Legislature of Mississippi for the payment of these bonds, and the accumulated interest thereon.

It was the cherished hope and confident belief of our munificent Founder, to the last hour of his life, that this long-deferred debt would soon be provided for; so that the amount might be applied, in connection with the two millions of available funds which he had placed in our hands, to "the educational needs of those portions of our beloved and common country which have suffered from the destructive ravages, and the not less disastrous consequences of civil war."

In justice, therefore, at once to the interests of the living and to the memory of the dead, the Trustees would most respectfully, but most earnestly, invoke such action on the part of your honorable bodies as may be necessary to accomplish the object of this memorial.

By order of the Trustees of the Peabody Education Fund,

ROBERT C. WINTHROP, *Chairman.*

GEORGE PEABODY RUSSELL, *Secretary.*

Copies of the memorial were duly transmitted to the Governor of Mississippi, and to the presiding officers of each branch of the Legislature, with the request that it might be laid before the Senate and House of Representatives of that State. A large number of additional printed copies, also, were transmitted to the clerks of the Legislature, for distribution to the members. No response of any sort has yet been received, and I know not whether any action was had on the subject. I include the memorial in this opening communication, not only in order that it may recall our own attention to the subject, but that, by forming a part of our published pamphlet of Proceedings, it may serve to reawaken the attention of all who are interested in the just increase of our resources, as well as of the Legislature and people of Mississippi.

In alluding to the pamphlet copy of our Proceedings, which has been annually published, I am reminded that the first pamphlet, embracing Mr. PEABODY'S letters of endowment and instruction, with the Reports of Dr. SEARS for the first year or two years of our operations, was printed without a sufficient view of the wide distribution which would be demanded for it. It has already become scarce. Few things are more important than that the full record of our Proceedings should be possessed and preserved in all public libraries, North and South, and by such friends of education in all parts of the country as will exercise a just and discriminating judgment on our course. Of the two last pamphlets there has been a liberal distribution; and more than a hundred copies of the latter, I believe, are still on hand. I would recommend that the Chairman and General Agent be authorized to procure a reprint of our earlier Proceedings, in a style uniform with those of the two last years and of the present year, and in sufficient number to secure complete sets for such public

and private libraries as ought to possess them. Such a course is due to the memory of Mr. PEABODY, as well as to ourselves.

I will only detain you further, Gentlemen, while I congratulate you, in a single word, that, while we have to regret the absence in Europe of Bishop McILVAINE and others of our most valued associates, we have with us the President of the United States, and all the members of our Board from the parts of the Union most deeply interested in our operations ; including Mr. STUART of Virginia and General TAYLOR of New Orleans, who promptly signified their acceptance of the memberships to which they were elected at our last meeting, and whom in your behalf I welcome to our Association on this occasion of their first attendance.

A letter was received from GEORGE PEABODY RUSSELL, Esq., dated Milan, Italy, May 8, saying that he would not be able to return in time to attend the meeting. Whereupon, the Rev. Dr. SEARS was appointed Secretary *pro tem*.

On motion of Governor CLIFFORD,

Voted, That the Annual Meeting of the Board shall hereafter be held in the city of New York, in the month of July in every year, the precise day to be fixed by the Chairman and General Agent, after due consultation with the Trustees individually ; and that Special Meetings may be held at other times and places, at the order of the Board.

Voted, That the seal, a copy of which accompanied the recommendation of the Chairman, be adopted, and placed for the present in the keeping of the Treasurer.

The proposition to fix a quorum, less than the majority of the members, was, after some discussion, withdrawn.

A letter from the Right Rev. Bishop McILVAINE was read by the Chairman, informing the Board that, by advice of his physician, he was about to take a voyage to Europe, and regretting that he could not attend the present meeting.

A letter was received from his Excellency John C. Brown, Governor of Tennessee, inviting the Trustees to hold their next Annual Meeting at Nashville, to which the Chairman was requested to reply.

The Committee of the World's Peace Jubilee extended an invitation to the Trustees to visit the Coliseum, at such times as might suit their convenience; and the Chairman was requested to return the thanks of the Board, and accept the invitation.

Letters were also received from Hon. A. A. Abbott, President of the Trustees of the Peabody Institute, at Peabody, and from William C. Endicott, Esq., President of the Peabody Academy of Science at Salem, inviting the Board to visit these Institutions at such time as should be most convenient to them.

Voted, That these invitations be gratefully accepted, and that Friday of the present week be appointed for that purpose.

It was also

Voted, That the Chairman and General Agent be authorized to procure a reprint of all the original Proceedings

of the Board, and the Reports of the General Agent, and also to provide for the printing of future Proceedings and Reports in conformity therewith.

Voted, That, in order to allow the members to attend the Commencement Exercises and Dinner at Cambridge to-morrow, agreeably to the invitation of the President and Corporation of Harvard University, when the Board adjourns, it adjourn to Thursday, ten o'clock A.M.

After some further discussion and informal business, the meeting was adjourned.

At three o'clock, the Trustees availed themselves of the kind invitation of the Executive Committee of the World's Peace Jubilee, and attended a grand concert in the Coliseum; after which they proceeded to Brookline, and dined with their Chairman at his summer residence, where, in October, 1866, Mr. PEABODY arranged and matured this and other great schemes of beneficence for his country.

JUNE 27, 1872.

The Trustees met at ten o'clock A.M., according to adjournment. The records of the meeting of Tuesday were read and approved.

The General Agent read his Annual Report, as follows:—

REPORT OF DR. SEARS.

To the Trustees of the Peabody Education Fund.

The general aspect of education in the South has undergone no material change during the past year. Great progress has indeed been made in the public mind on this subject; but various causes have been in operation in sev-

eral of the States to hinder a corresponding progress in action. The experiment of free schools, which has now been made in every part of the country, has not yet entirely cleared away the doubts and removed the opposition that have existed ; but the principal agents in carrying into effect this great public measure have had a sufficient degree of success in extending, improving, and cheapening education, and thus awakening a general interest and winning popular favor, to strengthen their confidence, and place them and their enterprise beyond the fear of failure. On the other hand, the hinderances to complete success, which have been serious in some of the more southerly States, are not insurmountable ; but only such as are incident to the introduction of a new order of things among a people of far different traditions and usages.

While, therefore, the principle of general education by public authority may be considered as pretty well settled, the practical application of it, and the adjustment of plans of operation to the condition and wants of the people of each State, are susceptible of great improvement, and require much consideration. Legislation, though well intended, having been undertaken with little preparation, and completed in haste, by those who had no experience to guide them, has sometimes been unfortunate, and almost always defective. Not unfrequently have offices been needlessly multiplied and injudiciously distributed, overloading the organization with supernumerary incumbents, embarrassing its action by divided responsibilities, diminishing the chances of co-operation, and thus enfeebling if not obstructing its whole operation. A system composed of so many parts, all mutually dependent on each other, is easily thrown into disorder by the failure of some one of them to perform its functions. The law authorizing a local tax may be vague and uncertain, and those who are opposed to

paying it may resort to litigation, and thus intimidate the school officers and dishearten the teachers. County Courts, or the constituted authorities for organizing County Boards of Education, may have no interest in schools, and therefore may fail to act. Trustees of districts may not be seasonably appointed or elected. He whose duty it is to take the census of the children of a district or county may neglect that duty, and thus prevent or delay the distribution of the public money. The remuneration of such officer may not be sufficient to secure prompt service, and there may be no penalty to enforce it. The local school tax, if there be provision for any, may not be levied or collected in time. The State tax may not be paid into the Treasury. The law requiring the school fund to be kept distinct from other funds may not be observed, and unscrupulous men in office may use it for other purposes. The public lands, appropriated for schools, may be at the disposal of parties indifferent to education, and the revenues may fail to come in. Thus the public schools may languish, or be suspended, for want of proper administration, even where the law had made ample provision for them. Every one of the disorders here named, and others of like character, have occurred during the year just closed.

In respect to the management of schools, there is great diversity in the different States. Some have been judicious, others more or less injudicious, in their legislation. Some have been fortunate in their selection of men for office, and in a corresponding degree successful in their measures; others have been disappointed and discouraged. This diversity has rendered it impracticable to distribute the income of the Fund intrusted to your care according to any exact proportion. In some of the States, remarkable opportunities for conferring lasting benefits upon the people have been offered us; in others, the inducements

have been such as to warrant only the usual amount of appropriations ; in others still, though the number is happily small, discouragements exist for the present. Governed by these considerations, I have deemed it best to scatter the seed with a liberal hand where the soil was well prepared for it ; in less favorable circumstances, to distribute it more sparingly ; and, in extreme cases, to withhold it till a more auspicious time shall arrive, which cannot be far distant. Permanent results have been steadily kept in view, rather than inadequate temporary relief, or fruitless charity.

Various changes in regard to the schools have occurred during the year in the majority of the States ; but none that have directly obstructed or retarded our operations. Six of them have new Superintendents ; two or three have materially altered their school laws ; and most others have modified them in some important particulars. All of them regard the Peabody Fund as a valuable auxiliary, no less on account of its moral support than of its contributions, and cordially unite and co-operate with us to make it productive of the greatest good. Their Superintendents have, at my suggestion, issued circulars containing our rules and rates of distribution, with such additional directions as each found most convenient. Thus all applicants for assistance have the means of knowing on what conditions it is granted, and what steps are to be taken to secure it. Requests and representations are sent to the office of the State Superintendent : and if, upon examination, they are found in all respects satisfactory, they are indorsed, and forwarded to the General Agent for final acceptance.

The rules and regulations for distributing the proceeds of the Fund having been rendered a little more definite in a few particulars in order to prevent misinterpretation, it is proper to submit them here in their present form.

Donations are not made to Colleges, Academies, or any private, sectarian, or charity schools. For well-regulated public free schools, continued about ten months of the year, and having a regular attendance of not less than

100 pupils, averaging 85 per cent, we pay	. . . .	\$300
150 " " " "	. . . .	450
200 " " " "	. . . .	600
250 " " " "	. . . .	800
300 " " " "	. . . .	1,000

In doubtful cases of attendance, the average number decides the question. The amount appropriated for larger numbers in cities cannot be fixed, but must depend on circumstances. The people are to pay for current expenses at least twice, and usually three times, as much as they receive from the Fund, and to bear all the expense of erecting and repairing and furnishing school-houses. They are to grade their schools, and provide a teacher for every fifty pupils. It is recommended that applications for assistance be made through the Superintendent of each State, near the beginning of the school year. No claim for a share of the Fund can be admitted where a special contract has not been previously made.

For colored schools, two-thirds of the above-named rates are, for reasons already given, paid at present. In all other respects the regulations are the same as for white schools. The number of pupils required applies to each class of schools separately. This is necessary, in order that the schools may be properly graded.

With these observations we dismiss the general view of the subject, and proceed to the consideration of what has been accomplished in the several States, beginning with

VIRGINIA.

The introduction of a system of public schools in this State has a remarkable history. Acting under a constitution whose provisions for education they did not fully approve, her legislators, at their first meeting, enacted laws in strict conformity with its requirements. Entertaining in their own minds serious doubts of the undertaking and meeting with opposition from others, they nevertheless determined not merely to comply with the constitution as a matter of form, but to make the experiment in good faith. They elected, March 20, 1870, for Superintendent, an able and earnest man, who was a believer in the system. It was made his duty to prepare and submit a plan of public instruction for their consideration at an early day ; and the outline of a plan was immediately drawn up and presented, and it became a law, July 11 of the same year. Before the end of the year, the State and county organizations were complete, and more than 3,000 school officers were appointed and commissioned. The number of schools amounted to more than 2,900 with about 130,000 pupils, and more than 3,000 teachers. The County Superintendents, on whom devolved the responsibility and labor of organizing schools and putting them in operation, were selected with great care ; and for the most part showed themselves eminently worthy of their trust. Their doubts of the practicability of free schools at the public expense soon vanished ; and from the earnestness of their character, and the thoroughness and freshness of their convictions, they were able to carry the majority of the people with them in the measures they proposed. It is the more creditable to the State that all this has been accomplished at a time of great financial embarrassment.

From the elaborate report of the Superintendent we

learn that the school population, consisting of children between 5 and 21 years of age, is 411,104. The number enrolled in the public schools is 130,469. The number attending private schools is 27,372, less by 23,403 than it was last year. The aggregate cost of teaching the public schools from public and private sources, not including the cost of school-houses and incidental expenses, is about \$450,000. The whole cost of the system for the year is \$587,472. We extract from this Report a few brief sentences.

"The sudden multiplication of schools beyond any thing ever before known in the State, created a demand for good teachers beyond the supply." "On the whole, though not entirely satisfactory, the schools were fair,—always equal and often superior to those which had previously existed in the same localities." "The female teachers employed are represented by nearly all the County Superintendents as equal, and by some as superior to males, for elementary instruction." "The introduction of graded schools will contribute greatly to advance the interests of education." "It is only under a general State system that this method of organizing schools is practicable. The economy of the plan is one of the recommendations." "The applicability of the public-school system, even to our sparsely populated State, has already been demonstrated, as well as its comparative economy. But as the population thickens, the relative cost will be constantly diminished." "The people want, and should have, not only universal but effective education; and, more than this, they are both willing and able to pay for it." "Let Virginia refuse to educate her people, and she will certainly never pay her public debt. But let the invigorating influence of education permeate her masses, and by force of her awakened energies she will bear her burdens lightly, and gather strength as she goes."

A paragraph from an article published in February last may serve further to indicate the rising sentiment of Virginia in regard to education: "It is gratifying to observe the progress which the public-school system is making under the State Superintendent and his assistants. At first it had to encounter much of that opposition originating in the old prejudices of our people against such public institutions; but less than a year's experience has served to remove much of this prejudice, and the system, though not yet advanced to its full perfection, is fast growing into universal favor. At first these schools were approached principally by the children of the poorer classes; but now they are patronized by those of all classes and degrees of education, and it may be safely assumed that in a short time nearly all other schools in the State, save Colleges, will be absorbed by the public-school system."

The facts and sentiments here presented, and the important relations of Virginia to other States, will no doubt be deemed a sufficient reason for giving her a comparatively large share in the Fund the present year. At no other time could she derive so much benefit from your liberality.

The following are the cities and school districts of this State that have availed themselves of the Peabody Fund, since our last Annual Meeting.

Richmond.—No better account of the history and progress of its schools can be presented than that found in the Report of the State Superintendent. We give the substance of his statement in an abridged form: "In the city of Richmond the present plan of public education was inaugurated in April, 1869, by the petition of a large number of citizens, without distinction of party, to the City Council to establish a system of public schools. The petition was referred to a committee, on whose recommendation an ordinance was adopted, and a Board of Edu-

cation was appointed. An appropriation of \$15,000 was also made; but, as this amount was entirely inadequate for the purpose, additional aid was furnished by Northern Educational Societies, the Freedmen's Bureau, and the Agent of the Peabody Fund, to an equal amount. With the money thus furnished, 52 schools, with an enrolment of 2,400 scholars, were opened and continued during the session of 1869-1870. At the close of the session, the city took entire control of the schools for both white and colored children. A new Board, consisting of ten members, was appointed; and the Council appropriated \$42,625 for the current expenses of the next scholastic year. In addition to this an appropriation of \$100,000 in 8 per cent bonds was made for the erection of school-buildings. The growth and prosperity of the schools for the year 1870-1871, were very marked. They advanced rapidly, and were regarded as worthy of the fostering care and protection of our best citizens. The number of schools was 73, with an enrolment of 3,300. The percentage of attendance was never below 86. The cost of tuition, per scholar, was \$13.08.

"In April, 1871, the schools of the city were made a part of the State system. The Davis Mansion has been purchased by the School Board and fitted up with the most approved furniture and apparatus. Three new buildings have been erected, accommodating 600 pupils each. They are divided into ten grades, besides the high-school grade; thus affording an opportunity to the citizens of giving their children an education equal to that of the best private schools."

The amount contributed from our Fund, beside the sum of \$800 given to the colored Normal School, is \$1,500 for the public schools, and \$1,500 for the white Normal School, the same in the aggregate as it was last

year ; but, for special reasons, differently distributed. The Mayor, writing April 9, 1872, says : " I thank you very heartily for the contribution ; and, while I hope we may never need further assistance, I assure you, if we do, we shall apply to the beneficent fountain from whence such substantial blessings have already flowed."

Petersburg. — The general system of free schools was introduced in the year 1868. On the 24th of February, in that year, a tender of \$2,000 from the Peabody Fund was made to the City Council, on condition that it should raise \$20,000, and establish public schools for all classes, rich and poor, black and white. On the 16th of June following, the offer was accepted, a Board of Education appointed, and its President sent to the Northern cities for the purpose of examining their various school systems, and of purchasing school furniture and making arrangements for text-books. The Report of the second year showed that 2,661 had been enrolled, and more than \$20,000 expended for the accommodation and support of the schools. The last Report presents the following encouraging view : —

" It is with peculiar pleasure that the Board refers you to the many encouraging evidences of the increasing success of the public-school system in our city." " The general appreciation of the utility and necessity of a system of popular education, the promptness with which such a system was adopted by the city authorities, and the energy displayed in its application, have caused its working to be regarded with peculiar solicitude, both here and elsewhere ; and, after the labors and expenditures of three years, we are happy to say that so far our highest hopes have been fully realized." Our contribution of \$2,000 is continued.

In Norfolk, public free schools were established in the

year 1850. The city was divided into four districts ; and, as early as 1858, there were four good school-houses, accommodating 200 pupils each. These were for white children, mostly of the poorer classes. In 1870, schools were provided for colored children, and placed under a separate Board of Commissioners ; but, in 1871, an ordinance was passed that there should be one colored school in each ward of the city, and be under the same supervision as the white schools.

During the past year there have been 865 pupils, white and colored, and the money paid by the city for their instruction was over \$11,000 ; to which was added from the Peabody Fund, \$1,000 for the white schools, and \$500 for the colored.

Winchester. — A donation of \$1,500 was promised this city, on condition that it should appropriate \$3,000 for the maintenance of schools, to be attended by not less than 500 pupils. The terms were made thus favorable in view of the great losses of the citizens during the late war. The proposition was gratefully accepted.

Staunton. — The schools of this place are graded and have been carried on according to our regulations, with an attendance of 448 pupils, of which number 112 are colored. The appropriation made by the city was \$4,000 ; the amount received from the State, \$1,675 ; and that from the Peabody Fund, \$1,000, besides \$500 remaining from our last year's donation.

Lynchburg. — The enrolment in the public schools for the month of January last was 1,010 pupils, that of the white scholars and of the colored being nearly equal. The City Council has recently voted an appropriation of \$12,000 for current expenses. The Superintendent reports : " Our schools are doing quite well. Two of the new buildings will be ready for occupancy by the 1st of March." " We

have now primary and grammar schools, and shall open in a few weeks two high schools." "We are under the greatest obligations to you for the very opportune assistance of \$2,000." "The announcement was received with great delight, and will stimulate us to put forth greater exertions in the future." Half of the \$2,000 was appropriated last year.

In an article that appeared in one of the daily papers of Lynchburg, it was said: "The school officials are determined, with the co-operation of the public, and the fostering care of the City Council, to make our system of free education an ornament and attraction to the city, second in efficiency to none in the South."

Alexandria. — According to the statement of the Superintendent made March 1, 1872, there are six graded schools in this city, instructed by sixteen teachers. The whole number of scholars is 679, of whom a little over one-third are colored. For the support of the schools the State fund furnishes about \$4,000, and the city about \$6,000. "It is contemplated," says the Superintendent, "to erect this year a two-story brick building, the estimated cost of which, exclusive of the lot, which is furnished by the city, will be from \$3,500 to \$4,000. Two more school-houses are very much needed, but cannot be erected at present for want of funds. Our schools are generally well conducted, and are becoming more popular every day." Our contribution is \$1,000.

Portsmouth has two white graded schools, with an attendance of over 200 each, and a colored school of 155 pupils. They are in excellent condition, and are kept through the year. The city pays for their support \$7,000, to which we add \$1,000.

Manchester. — By recommendation of the State Superintendent, an appropriation of \$1,000 was made to this place.

The number of pupils reported was over 300, and the number of teachers 7.

Wytheville has received \$900 for two schools, the one within and the other near the town, all our regulations having been complied with.

Harrisonburg.—A well-graded white school of 257 pupils, with 7 teachers, and a colored school of 121, with 2 teachers, are supported in this place. In the high-school department, a large number are studying languages, ancient and modern. The schools are in excellent condition. They receive aid to the amount of \$800.

Lexington.—In the white schools 175 pupils are enrolled, and in the colored school 155. The former are instructed by six teachers, the latter by four. "These schools," says the Superintendent, "are organized for a ten months' session, and are sustained by contributions, public and private, amounting to \$2,300. We attribute much of the increased efficiency of our schools to the valuable aid heretofore granted from the Peabody Fund. The schools have increased more than fifty per cent above what they numbered last year." The amount paid these schools, the present year, is \$750.

Danville. — The State Superintendent, in a letter written May 22, 1871, recommended an appropriation of \$600 for a graded colored school in this place, having an attendance of over 300 pupils. The recommendation was adopted.

Floyd Court House. — With this school an arrangement was made through the State Superintendent, to pay \$450 for a regular attendance of 150 pupils, during the usual term of ten months.

All the schools named in the subjoined list, come under the same description, numbering 100 or more pupils, and being organized and conducted according to our rules :

Woodstock	\$300	Calliopean School, Grayson	
Edinburg	300	Co.	\$300
Strassburg	300	Abingdon County	300
Palmyra	300	Brucetown	300
Marion	300	Bridgewater	300
Buchanan	300	Clover Hill	300
Matoaca	300	Lincoln School, Hampton	
Fincastle	300	(Colored)	300
Culpepper Court House . .	300	Midlothian (Colored) . .	200
Leesburg	300	Louisa Court House (Col-	
Wythe County	300	ored)	200
Bristol	300	Butler School, near Hamp-	
Independence	300	ton (Colored)	200
Charlottesville	300	Buckingham Court House	
Fredericksburg	300	(Colored)	200

The Richmond Normal Schools have already been mentioned. The Hampton colored Normal School receives \$800, and the normal department of Hollins Institute for young ladies \$500, in the same manner as last year. For the Journal of Education \$200 have been contributed, and a conditional appropriation of \$1,000 has been made for Teachers' Institutes.

The cities and districts in Virginia which we have assisted to the amount of \$26,000 this year, have themselves paid for schools and school-houses not far from \$280,000; more than half as much as was paid last year (\$550,000) by all the places receiving aid from us in twelve States.

NORTH CAROLINA.

The public mind does not seem to be so well settled here in regard to free schools as in most of the other States. From a letter of the Superintendent dated Feb. 19, 1872, containing a good summary of what has been done in the State, I present a brief extract: "Our Supreme Court had decided that the school law of 1868-1869, so far as it provided for levying local taxes for the support of schools, was

unconstitutional, and could not be enforced. The General Assembly levied no State tax for schools for the past year ; and the County Commissioners, in many cases, were applying the poll-taxes to other than school purposes. In numerous instances, the people had not recognized the utility of free schools.

"In this condition of things, the Legislature were asked to revise the school law, and make provision for public education. The Act, which was ratified on the 7th of February, makes, perhaps, as liberal provision as could be expected in the present financial condition of the State. All free schools are within the provisions of the Act, except schools under the control of some of the churches for sectarian purposes. I shall adopt the same rules in ascertaining the number of pupils, average attendance, &c., in all schools aided by the Peabody Fund as are provided in the State law for schools aided by the State funds." "It will be a pleasure to me," he observes in a subsequent letter, "to make all necessary inquiries to protect you against imposition, and to make preliminary arrangements, according to your rules, for the distribution of your aid in this State, as I believe that your Fund is doing much, not only to aid, but to encourage, education in this State ; and that your rules are framed with great wisdom and foresight."

Wilmington. — The free schools of this city are supported in part by funds from abroad. The number of pupils reported is 400. The request of the School Board for the continuance of our contribution of \$1,000 was, by advice of the State Superintendent, conditionally accepted.

Newbern. — In the Report of the Superintendent received Feb. 10, 1872, it is said : "With the valuable aid your donations have rendered the Trustees of the Academy in the past, we have been able to take and maintain a first-

class position for our school. All opposition has been overcome, and partisan private schools have been compelled to succumb to the generous provisions we have been enabled to make for all who chose to take advantage of them. We have an excellent principal, with one male and two female assistants. Ours is the only free school for whites in the city, and numbers over 300 pupils. We are desirous of making an addition to our school building." The amount contributed from our Fund is \$1,000, the same as in former years.

Washington and Durham's Creek. — The committee who have the schools in these places in charge, report that the white school in Washington is attended by 132 pupils, and the colored school by 451, and the school at Durham's Creek by 142. "These schools," say the committee, "have been in session since October, 1869, and all your requirements can now be complied with." Agreeably to the recommendation of the State Superintendent, the sum of \$300 was pledged to the first of these schools, \$600 to the second, and \$300 to the third ; making \$1,200 in all.

Beaufort. — A communication from the School Committee, indorsed by the State Superintendent, was received in October last, containing these words : "We propose to put in operation, at an early day, in this township, a school of 150 white pupils, and schools for 200 colored pupils. These schools will be kept in operation, with an average attendance of 85 to the 100 for ten consecutive months." The suggestion of the Superintendent that \$450 be given to the white school, and \$400 to the colored schools, "if the terms are complied with," was adopted.

Smithville. — There are here a school of nearly 170 pupils, with three teachers ; and a colored school of 100, with two teachers. The former receives the sum of \$450, and the latter \$200. The Mayor, in a letter, dated Febru-

ary 22, 1872, says: "Our schools are in a most prosperous condition. The farmers from the surrounding country board their children in town that they may have the benefit of these schools. The aid you have rendered us is highly appreciated. But for the schools assisted by you, many must have grown up among us in vice and ignorance. More than 100 children have been taught to read and write, who, but for these schools, never would have known a letter."

Kenansville. — The following statements are taken from a letter written Oct. 29, 1871, by the intelligent gentleman through whose agency chiefly the Academy of this place has been kept open as a free school: "With many thanks for the important aid extended to this school, without which I am satisfied it could not have been sustained, I would again, in behalf of the citizens of this town, as well as of many others in the county, renew the application for an appropriation from the Peabody Fund for the ensuing year. The prospect for increased usefulness is very encouraging; and, should you kindly consent to aid us, there is no doubt that the school will be maintained, and its advantages extended to all in the county who may desire to profit by them. It is our earnest desire to maintain a high standard, and preserve the long-established character of an Academy that has been kept up, with scarcely any intermission, for nearly a century. You are probably aware that it is connected with the free-school system of the State: and, whenever that system shall be so perfected as to require properly graded schools, it is our wish to have this one of the high schools, without which the University will not soon be restored to its former flourishing condition."

The appropriation of \$300 was, on the recommendation of the State Superintendent, renewed.

Grassy Creek. — The school in this place, which reports

168 pupils, is maintained in strict accordance with our rules. The Report closes with these words: "The school has been a complete success, which could not have been the case but for your generous aid. I think we shall make it a permanent school. Strange to say, this is the first school of ten months ever taught in this county." It receives from the Peabody Fund \$300.

The other schools in North Carolina which have been assisted from the Fund are:—

Hillsboro'	\$500	Blue Ridge	\$300
Newport	450	Chocowinity	300
Carthage	300	Kinston (Colored)	300
Edneyville	300	Plymouth „	200
Township No. 8	300	Charlotte „	200
Mars Hill College	300	Linnville	300
Mount Olivet	300	Cane Creek	300
Westfield	300	Bush Hill	300
Sandy Mush	300		

For Teachers' Institutes, \$1,000 have been set apart. The State appropriates \$50 for every such institute held according to law during a period of four weeks, and attended by twenty or more teachers. We have promised the same amount on the same conditions.

SOUTH CAROLINA.

We learn from the Report of the Superintendent, and from the Proceedings of the Board of Education, published Nov. 28, 1871, that the number of children between six and sixteen years of age in the State is 206,610, of whom 123,063 are colored; that the number attending the public schools is 66,056, of whom 33,834 are colored, showing an increase in attendance of 100 per cent over last year; that there are in the State 422 log school-houses, and 339 frame and brick houses; that the number of teachers is 1,898; that the amount raised by taxation for schools in 1871 was

\$250,000, while not less than \$500,000 are necessary to keep free schools in operation in the State six months in the year.

In the Report, complaints are made and reiterated of the unfaithfulness of State officials in the use of the school funds, and of the incompetency and indifference of many of the school officers. The Superintendent says: "While the impediments to progress have been many in number, and varied in form and magnitude, yet they could be soon removed if the two great practical obstacles could be overcome: 1. The deplorable condition of our finances; 2. The incompetency and carelessness of school officers." Although orders on the State Treasury were duly given in favor of the several counties for their share in the Fund, "at the close of the fiscal year but a small portion of such orders had been honored by the State Treasurer; and, meanwhile, teachers have been compelled to toil on without receiving their hard-earned and scanty wages."

The Board of Education give utterance to similar complaints. They say: "Unless we receive more promptly the funds set apart by the Legislature, our school system must soon fall into disrepute, and its usefulness, in its incipency, be destroyed."

Although these statements have been published by authority, we should be reluctant to repeat them but for the necessity of showing why we have been unable to accomplish any thing important in connection with the public schools of this State the past year. We have rendered assistance to two small schools only: \$300 to one in Beaufort, and \$200 to another in Spartanburg.

• GEORGIA.

The school laws of this State have been modified the present year; but they are still imperfect. A com-

petent judge said in a letter written soon after the change was made: "Our legislators were much behind the general sentiment of our people on the subject. But we shall have a good law, and good schools, soon."

We learn from the Report of the former commissioner, dated November 4, 1871, that the number of children attending the public schools is 80,980, including colored children amounting to 14,412. This is more than double the attendance of the year 1870. The new commissioner, appointed at the beginning of the present year, in replying, March 8, 1872, to a letter asking for his co-operation, said: "It will afford me a great deal of pleasure to act as your agent in this State, to the extent proposed, in carrying out the great work with which you are charged. I will examine carefully the rules adopted by your Board, and endeavor to keep strictly within them in whatever I may be able to do. I feel the weight of official responsibility now resting upon me, and hope that by your co-operation I may be materially aided in my work."

In an official paper issued April 17, 1872, he represents the school fund as in a very unsatisfactory state. Of the \$327,000 which had been paid into the Treasury October 1, 1871, \$242,000 was diverted from its legitimate object. The policy of incurring a debt of more than \$300,000 to establish schools was adopted. "If," he says, "we had the whole of the \$367,725, which the Comptroller's Report shows to be due the school fund, now in hand, I am of the opinion that it would exhaust all of it to pay the present indebtedness. The counties may rest assured that there is no hope of aid in school operations, the present year, from the State. Allow me to say, in conclusion, that I am not disheartened by the blunders and mismanagement exposed on almost every page of this paper. I am well convinced that, in the

altered state of our Southern society, the public-school system has become an absolute necessity. There is no hope outside of it, for multitudes of the children of the State, white as well as colored ; while it can be demonstrated that, under it, education can be made cheaper, more thorough, and far more general."

We reported last year that the public schools of Savannah had become self-supporting. We can now say the same of the schools of Columbus. Such examples show that the Peabody Fund does not tend to perpetuate the want which it seeks to relieve.

Atlanta. — The first step toward establishing a system of public schools in this city was taken in the autumn of 1869. A plan was subsequently prepared and adopted, and a Board of Education appointed. As there was a question in the minds of many, whether the city charter authorized the tax requisite for the support of the schools, an Act of the Legislature giving all needed authority was obtained, September 30, 1870.

The city has secured the services of an experienced and skilful Superintendent, under whose influence eight grades have been introduced into the seven large schools of the city. Two of these schools are for colored children. There are two high schools.

Writing February 21, 1872, he says : " The city has paid about \$50,000 for the building and equipping of three new school-houses, and will have \$4,000 or \$5,000 more to pay for repairs and rent of other buildings, besides about \$40,000 for current expenses of the schools. We have 50 teachers, and are educating about 3,000 children, 2,200 white and 800 colored. . . . Formerly there was considerable opposition of one sort or another, and much doubt as to the success of the movement on the part of its friends ; but, little by little, and yet very rapidly, a complete revolution

has taken place on the subject. Now there is but one sentiment prevailing throughout the city; and that is, pride and gratulation at the success of our enterprise." The Peabody Fund supplies \$2,000 towards meeting these expenses.

Augusta. — The County Superintendent remarks in his Report of March 12, 1872: "Our schools are doing very well. We have in operation in the city 17 white schools, with an aggregate enrolment of 934 children, and an average attendance of 86½ per cent; and 10 colored schools, with an enrolment of 683, with an average attendance of 72 per cent."

In a subsequent letter, he says: "The average attendance is better now than it has ever been; and we are more in need of funds than we have ever been." The School Board is suffering from some legal embarrassment, occasioned by defective legislation, from which it hopes soon to be relieved. A donation of \$2,000 has been made the present year.

Brunswick. — The County Superintendent writes, under date of April 5, 1872: "We have met with gratifying success in organizing and carrying on our schools. The people profess to be highly pleased with them, and seem to be determined to do all in their power to make them permanent. They appreciate your assistance very highly. I hope we shall be able to carry them on in future, independently." The schools for both races "have been organized and graded according to law." That for white children, under 7 teachers, numbers 307; that for colored children, with 5 teachers, 210. The average of attendance in both classes of schools is very high, being 95 per cent. We have been as liberal to the people of Brunswick as our regulations would allow, and have given them \$1,600.

Beside the amounts above represented, \$800 have been

given to the colored Normal School at Atlanta, \$300 to 874th Military District, and \$300 to the 872d.

FLORIDA.

The public-school system of this State, during the three years of its history, has had unusual difficulties to contend with. They are summed up in the Superintendent's Report for the year ending September 30, 1871, in these words: "The alienation of the head of the department from the executive of the State; the temporary vacancy in the office upon Mr. Chase's death; the Act of the Legislature limiting the amount of taxation for school purposes in the several counties to one mill; the failure of the State to pay the interest on the school fund in currency; and, finally, the irregularities in different counties connected with the assessment and collection of the school taxes." The simple fact that it survives these hinderances, and even makes steady advances, is itself a proof of its excellence as well as vitality. The number of pupils attending the public schools is 14,000, nearly twice as many as it was the previous year. The number of counties which failed to levy a school tax is only four, whereas it was fifteen the year before. Some counties taxed themselves two or three times as much as the law allowed, and yet there was no complaint. The total amount of State and county taxes actually collected was a little over \$70,000. Beside this, about \$60,000 interest on the school fund has been nominally distributed to the counties, but it was in State bonds, which are worth only 33 cents on the dollar. The number of children between 4 and 21 years of age, is 67,869, of whom only a little more than one-fifth are enrolled in the public schools. The average length of these schools, 331 in number, is 4½ months.

To the school for white children in St. Augustine the sum of \$1,000 has been paid. There is an excellent colored school in this city, attended by over a hundred pupils, to which we contribute \$300.

Tallahassee. — By an arrangement made by all the parties concerned, the West Florida Seminary in this place has been converted into a city and county high school. The schools for white children are graded, from the primary to the classical department. Those for colored children have four grades. The total number of pupils is 445, of whom three-fifths are colored. The Chairman of the County Board remarks in a letter, dated March 21, 1872: "The success that has attended the efforts of the Board, in organizing and conducting these schools, far exceeds our expectations."

Gainesville. — The seminary in this place was originally a private institution, founded in 1858. In 1866 it became a State Seminary for East Florida, as the Academy at Tallahassee had become one for West Florida. During the past year, \$1,250 have been paid for repairs of the seminary building, \$500 for apparatus, and \$1,200, exclusive of our aid, for teachers' salaries. This is a free school under our rules, and has an average attendance of 110 pupils. There is also a colored school in this place, called the Union Academy, numbering about 200. These schools are well supplied with teachers. Both on account of the large extent of territory dependent on the seminary for all higher education, and of the hope which is entertained that the State will soon supply it with the necessary funds, an extra allowance was made amounting to \$1,000 for both schools.

Key West. — In the Report of the schools of this place made by the County Superintendent, February 21, 1872, it is said: "There have been maintained during the last year,

for ten months, one white school of between 250 and 300 pupils with five teachers, and a colored school of about 200 pupils with three teachers. The amount assessed for school purposes is \$6,472. The Board of Education have erected one building 60 feet by 30, two stories high, and contemplate erecting another of like dimensions the coming season. The schools have taken a high rank, and their success has done much towards eradicating the prejudice formerly existing in the minds of many of the better classes against the system of free schools, and of some of the largest tax-payers against the gratuitous education of all classes." The request for the renewal of the appropriation of \$1,000 was granted.

Monticello. — It was found necessary, on account of the moderate number of pupils attending the school of this town, to reduce the appropriation from \$700 to \$500. The School Board in their letter of March 25, 1872, say: "We have never sustained a large school. The whole population does not exceed 800. But the school has always sustained a high character, and many children are enjoying its benefits, who would be growing up in ignorance, were it not for the Peabody Fund. Indeed, we should have no free school here but for that." To the colored school of Monticello, averaging about 100 pupils, under two teachers, \$200 have been appropriated.

Pensacola. — The school officers have experienced "difficulties resulting from the great opposition to paying taxes made by prominent lawyers, merchants, and others, who have secured injunctions against collecting them." Two graded schools have been maintained: one for white children, which has an average attendance of 100 scholars; and one for colored children, which has 150. For the support of these schools the sum of \$600 was appropriated.

Madison has two schools. That for white children numbers 100, the one for colored children 150. It is certified by the proper authorities that "both are in successful operation." They receive consequently \$600.

Lake City. — This is an important locality on account of its central position, and the people, in supporting the school of 150 pupils, have labored under great discouragements. The County Superintendent, writing Dec. 27, 1871, remarked: "Our attendance would entitle us to only \$450, when \$500 is the amount needed. With poor crops, and with a burden of taxation, such as has not occurred within the recollection of the oldest citizen, to say nothing of sickness, which in some places has caused the schools to be suspended, we find ourselves in a condition of things altogether unprecedented." In view of these circumstances the additional \$50 was granted.

Tampa. — There was some delay in completing arrangements for opening the public school in this town; but when it went into operation the result was very satisfactory. The expense of maintaining it ten months is about \$2,500, and the average attendance is 154. The State and county tax supply \$650; the friends of the school subscribe \$1,400; and the Peabody Fund pays \$450. The President of the Board says: "Our school is in a more flourishing condition than it has been since the war." The County Superintendent says in a letter dated April 2, 1872: "This is a central location, and with proper management we can have a graded school that will, in a short time, be able to send out teachers through a circuit extending over 100 miles from this place. Many neighborhoods are without teachers for want of persons properly qualified for the office."

To the Academy of Quincy, which is made a public school with 119 pupils and 4 teachers, we pay \$300. The people pay \$1,350.

The colored school of Ocala is in a flourishing condition, having an attendance of 211, averaging 160. The amount of our contribution is \$300.

To the colored school of Appalachicola, an allowance of \$200 has been made as in former years.

ALABAMA.

The most noticeable feature in the school system of this State is the fact that it is the creation of the Constitution, and not of the Legislature, and that the power to enact school laws is taken from the latter, and given to the State Board of Education. The General Assembly has power to repeal these laws, and that is all. In a decision of the Supreme Court of Alabama, it is said: "The new system has not only administrative but full legislative powers as to all matters having reference to the common schools, and the public educational institutions of the State. It cannot be destroyed nor essentially changed by legislative authority." The Board of Education exercised its authority by repealing all the laws passed prior to July 1, 1868, which were in conflict with its own laws, rules, and regulations; and by re-enacting all "now in force in the revised code" not conflicting therewith. On the other hand, the General Assembly repealed the Act passed by the Board for the establishment of four Normal Schools.

The Superintendent replied March 28, 1872, to an inquiry respecting local taxation: "No local taxes are levied in this State for school purposes except in the counties (2) and cities (2) mentioned in my Report; but such taxes *may* be levied, as you will see from the law." Thus, while the State is unable to raise money enough by a general tax to support the schools for a period much beyond three months, the people are so averse to local taxation that they

will not in this way supplement the State funds. An attempt is made to meet this difficulty by requiring "as far as practicable, the school funds to be supplemented to an amount sufficient to continue the public schools in operation for at least five months." It would seem that the additional money is to be raised by voluntary contribution, and that an agreement must be entered into by the contributors to make the schools free and to place them under the supervision and control of the public-school authorities. This may be the best that can be done; but, as light dawns upon the minds of the people, they will see that they are paying dear for their prejudice against a school tax. The burden of prolonging the schools will fall upon a few, who will become tired of bearing it; the amount subscribed will be variable and too small; and the duties of Trustees in soliciting funds to be placed under their control, and applying them as best they may, will not be likely to prove acceptable to themselves, to the teachers, or to the patrons of the schools. The plan can be viewed only in the light of a transition to a better state of things.

Mobile. — The number of white pupils attending the public schools in this city is 1,858, and the number of teachers employed 42. The number of colored pupils is 1,329, and the number of teachers 23, making an aggregate of 3,178 pupils, and 65 teachers. The schools are kept in operation only nine months. The Superintendent in a letter dated January 25, 1872, referring to the promise of \$2,000, said, among other things: "I need at this time all the assistance I can possibly receive, since we now have about the maximum of teachers for the year; and the means for carrying on several of our schools in the country townships especially, will soon be exhausted: and if they could get their portion of assistance from the Peabody

Fund now, there would be no break in the school term." The whole amount promised was forwarded February 20. The writer, being county as well as city Superintendent, seemed for the moment to have forgotten the distinction. He was accordingly reminded that the original engagement was for the city schools only.

Selma. — The President of the Board wrote under date of August 5, 1871: "When I last saw you I thought we should be able by this time to keep our free school without further assistance from the Peabody Fund. But we have been disappointed. There is a provision in our city charter which limits the amount of our school fund from the city tax to ten per cent of the gross revenue of the city. We endeavored at the last session of the Legislature to remove this restriction, but met with opposition which defeated the measure. Although discouraged at first by this failure, we have good hopes of making our school permanent after this year, as a reaction in public opinion has been produced by the opposition we met with." In another letter, dated April 13, 1872, acknowledging the receipt of \$2,000, he says: "You can assure the Trustees of the Peabody Fund that the assistance given us will do as much good as any other donation of the same amount to any other place. We feel confident that this is the simple truth."

Huntsville. — The application for assistance made by the County Superintendent was in the following words: "We desire to reopen our public schools the middle of September, 1871, and to avail ourselves of the benefit of \$500 for the white school, and \$500 for the colored, by complying with your proposition."

The proposition was to pay these amounts for the two schools "provided they be prolonged to nine months, the former with an attendance of 180 pupils to be instructed

by five teachers, and the latter with 325 pupils and six teachers." The time falls one month short of what is usually required ; but the number of pupils is large, being 505.

Montgomery. — In a letter received from the City Superintendent, May 3, 1872, it is said : "Your generous gift assisted us so much last year that we had hoped to carry our schools through the year without any assistance from outside ; but our State Treasurer is unable to pay the State apportionment amounting to some \$2,500, and we must close at once unless we can obtain help. We have some 800 children and 14 teachers, and are gaining daily in public estimation." We have promised to grant assistance to the amount of \$1,500 on condition that the schools be continued through the year.

Greensboro'. — Last year \$1,000 were given to the schools of this town from the Peabody Fund, \$1,300 were received from the State, and \$1,000 were contributed by individuals. The attendance was 325. Hopes were entertained that these schools would soon be self-supporting. The following letter was received from the County Superintendent, March 12, 1872 : "I send you enclosed a circular of the State Superintendent, showing rather a bad state of affairs in relation to our educational system. I had hoped I should not have to call on you for aid this year ; but the prospects (of receiving State aid) are so gloomy that I feel constrained to request the continuance of the same assistance that you have so kindly given for the past two years. Our schools are fuller up to this time the present year than they have ever been before." In that circular it is said : "The amount covered by outstanding warrants is due for services of teachers, actually rendered and remaining unpaid for six, nine, and twelve months." "This delay in the cashing of warrants is a hardship upon teachers, and

operates greatly to the disadvantage of the public-school system." The request in the foregoing letter was granted.

Opelika. — The Chairman of the Board of Trustees in his letters of Jan. 19 and March 2, 1872, made the following representation: "The school which you so kindly assisted last session is in successful operation with an enrolment of 219, and a daily attendance of 206; having three grades, primary, intermediate, and grammar. The two leading private schools have opened with 30 pupils each: the daily attendance of these schools, last year, was about 100." "We desire to make the school a model one for East Alabama; and, in order to make it so, we need two more assistant teachers. To provide for these the balance of the session, we expect to supplement the State fund by voluntary contributions. We have contracted with two teachers, whose salaries will be paid from the State fund. The teacher of the intermediate department is to be paid from the amount \$600, promised by you. We consider that there is a crisis now in our school; and that, if it passes safely through this year financially, it will be placed on a firmer basis hereafter."

Girard. — The public school has a regular attendance of 200 pupils, instructed by four teachers, and conforms to all our requisitions. It receives accordingly \$600. The County Superintendent, after speaking of the good accomplished by this donation, says: "I assure you all the parties interested will see that the assistance does not fail of its object."

The colored school of Uniontown, of 150 pupils, receives \$300; and the one at Columbiana, of 100 pupils, receives \$200.

MISSISSIPPI.

The law requires that free public schools be maintained four months or more in the year in each school district, and

suitable school facilities furnished for every child and youth between five and twenty-one years of age. Every county constitutes one district, except where there is an incorporated city containing more than 5,000 inhabitants. The Constitution provides for a Board of Education, which is to have the general supervision of the school fund and school lands; and to appoint, biennially, County Superintendents, subject to confirmation by the Senate. The State Superintendent, besides his ordinary duties, is to hold a Teachers' Institute annually in each Congressional district, of at least two weeks' duration, with power to employ two experienced educators. The County Superintendents are to have charge of the schools of the county, under the direction of the State Superintendent or Board of Education. The County Supervisors are to appoint triennially a County Board of six School Directors, with a compensation of \$3.00 a day for their services. It is the duty of this Board to divide the counties into sub-districts, to provide suitable buildings, hire teachers, and to do whatever is necessary to keep the schools in operation. On the recommendation of the Board of School Directors it is the duty of the County Board of Supervisors to levy a tax of not more than ten mills on the dollar, to cover all the estimated expense of the school of each sub-district, whether for houses or teachers.

Considering the great disadvantages under which public instruction has been introduced and thus far carried on in this State, we must regard the results as highly encouraging. The number of children of legal age to attend school is 304,762; the number enrolled in the public schools is 117,000, and those in private schools 7,050. The public schools, 3,450 in number, averaging in length $5\frac{1}{2}$ months, are maintained at a cost of \$950,000, including expenditures of all kinds.

There has been a rapid increase of public schools, accompanied with corresponding indications of increasing popular favor. The State Superintendent says: "It affords me much pleasure to be able to report a most marvellous revolution in public sentiment, favorable to popular education, during the past year." And again: "In many counties, the system has attained a degree of vigorous development and progress, taking into consideration the time it has been in operation, and all the circumstances, unparalleled in the history of any State or country."

The disadvantages mentioned in the Report are careless and defective legislation, indifference to education, and opposition to free schools. These evils, it is to be hoped, will be temporary. With a school fund of nearly \$2,000,000, the State will not long let it be possible for the Superintendent to report, as he now does, that: "Under the existing policy, the schools receive no benefit whatever from the Fund;" and that "the means for their support must, at present, be raised chiefly by taxation." The school laws are encumbered with useless and heterogeneous enactments. The county organizations in particular are faulty, being at the same time expensive from the great number of paid officers, and inefficient from a want of definite individual responsibility. By a different plan, transferring the duties of the County Directors to the County Superintendent and to Local Trustees, and limiting the power of the County Supervisors, the work of managing and conducting the schools could be much more successfully performed, at half the present cost, and many schools that are now disbanded could be kept in operation. All these points are so clearly represented in the Report of the Superintendent, and are so amply illustrated and corroborated by the statements of the County Superintendents, that a speedy remedy may be reasonably expected.

The public schools of Natchez and Vicksburg continue to prosper without further assistance. Our aid is extended to other places, as follows : —

Jackson receives \$1,500. The City Superintendent, in a statement of their condition, says : " We employ 14 teachers in the city, — 8 in the colored schools, and 6 in the white. We have an attendance of 600 pupils. There is but one private school in the city, and that very small. Public sentiment in favor of free schools is strengthening every day."

Summit. — What has been said in former Reports of the Peabody Public School of this place is applicable to its present condition. The County Superintendent, in giving its history, says : " Its high moral and literary character, as well as its remarkable success, entitles it to special notice." The President of the Board, in a letter acknowledging the receipt of \$1,000, adds : " We hope to report great progress at the close of the session."

Hazlehurst. — The County Superintendent, writing April 15, 1872, says : " I am happy to report that at this point in particular there is an appreciation of your donations that, I am sure, would be gratifying to your Trustees. On account of our public free school here, more than a dozen of the best families of the county have moved into town to avail themselves of its educational advantages. Our population is daily increasing. This school was never so well organized as now. All the white schools are united in one, with an average attendance of some 225 or 250 (now 347) pupils, with a competent principal and five assistant teachers."

Crystal Springs. — " Our public school here," says the President of the Board, " is growing and prosperous. The number on the roll is 187 ; the average attendance is about 150. We are now needing your promised aid, \$450."

Kosciusko.—In a letter written Nov. 18, 1871, the County Superintendent says: "We have a good school. It is our first attempt in maintaining a public school. One-half of the attendance (150) would have been deprived of the privilege of attending, had it not been in our power to establish a free public school." The appropriation made to this town is \$450.

Yazoo City.—"Only two schools in the county," says the Superintendent, "are numbered as first class or high schools; and these are in the city of Yazoo, where many of the tax-payers would be glad to have the law so changed as to authorize them to tax themselves for a sum that would enable them to pay higher salaries." Our donation is \$750.

Harperville.—The graded school of this place was highly recommended by the State Superintendent, and aid was promised to the amount of \$300. In reporting its condition, April 27, 1872, the County Superintendent says: "This school opened in January for 11 months. The result has exceeded my most sanguine expectation in the additional number of pupils. Persons from ten miles around have rented houses for the purpose of giving their children a more liberal education. A new school-house, having a capacity for 350 children, has been built by a voluntary subscription of the citizens, at a cost of \$2,500, including a donation of \$500 from the State. The expense of conducting the school this session will amount fully to \$3,000."

Hillsboro'.—For the school in this town, which employs three teachers, at an expense of \$2,400, we pay \$300. The State Superintendent says: "No institution in the State is more deserving of aid."

For the ensuing year, arrangements have been made for colored schools at Hazlehurst, Crystal Springs, and Wesson,

allowing \$200 to each. The County Superintendent, in his letter asking assistance in their behalf, remarks: "We have 3 colored schools in this county kept in operation 5 months by the free-school system, and 5 by private subscription. They have an enrolment of from 140 to 150 each, and a daily average attendance of over 100. These schools, I think, merit your aid. I should have made the request before; but I believed it would be better for them to be thrown for a time upon their own resources, that they might the more fully appreciate the benefit. One of these schools is at Hazlehurst, where there is a large school-house built by the colored people themselves, without the aid of the County or State Board of Education."

LOUISIANA.

Our mode of distribution in this State is the same as it was last year. We still have the valuable services of Hon. R. M. Lusher, as Local Agent, without salary. On his recommendation, donations have been made to schools, according to the following schedule:—

Towns.	Local Contributions.	Peabody Fund.
Arcadia	\$2,250	\$500
Columbia	8,250	500
Homer	2,300	300
Trenton	2,900	650
Montgomery	1,600	550
Amite City	3,150	750
Baton Rouge	3,350	900
Bayou Sara	3,235	900
Clinton	1,570	400
Pinckneyville	2,200	600
Terre aux Bœufs	1,300	350
Thibodeaux	1,524	400
Gretna	2,100	750
For 50 pupils in New Orleans Normal School		\$1,600
For Model School attached to it		300
For pupils in other Normal Schools		300

Of these amounts, \$7,000 belong to the appropriation made for this year, and \$750 to that made for the last year.

TEXAS.

The new school law of this State was passed April 24, 1871. The following extracts will show that it gives ample powers to the school authorities: "The Superintendent of Public Instruction shall have supervisory control of all the public free schools of the State." "He shall keep a record of the number of children in each county of scholastic age, from 6 to 18 years; apportion the money of the school fund of the State to the several counties, according to the scholastic population; and shall examine and approve all accounts for compensation of teachers and employés of the Bureau of Education. He shall, with the approval of the Governor, appoint for each judicial district of this State one Supervisor, who shall hold his office four years. Each Supervisor of Education shall receive, as compensation, the sum of \$5.00 per day for the time actually employed in attending to the duties of his office."

"The Supervisors of Education shall be empowered to lay off and subdivide the counties of their respective judicial districts into school districts, and to appoint five school directors for each school district, subject to the control and revision of the Superintendent of Public Instruction. It shall be the duty of the Supervisor to enforce all rules and regulations adopted by the Board of Education. The Directors of each school district shall have authority to levy a tax, not exceeding one per cent, for the purpose of building school-houses and maintaining schools in their respective school districts; and the manner of the collection and disbursement of this tax shall be prescribed by the Board of Education."

"The Superintendent of Public Instruction, with the

Governor and Attorney-General, shall form a Board of Education. It shall be the duty of this Board to adopt all necessary rules and regulations for the establishment and promotion of public schools ; to provide for the examination and appointment of teachers, and to fix their compensation ; to define the course of studies in the public schools, and direct the class and kind of apparatus and books to be used therein ; to prescribe the duties of the Boards of Directors, and generally to do all things necessary to establish a system of public free schools." Children are required, by law, to attend the schools.

We gather from the Report of the Superintendent the following facts. The school fund, after being sadly plundered, is still larger than that of any Southern State, being \$2,285,279. The number of children of school age in the State is, according to the imperfect returns recently made, 227,615. Of these, 63,504 (increased to about 90,000 April 5th) have been already brought into the public schools. Of the 1,324 schools, 1,107 have been graded. Teachers have been well paid, male and female receiving equal compensation ; and consequently capable persons could generally be obtained for the office. The schools were organized through the agency of the Supervisors of the 35 judicial districts. This number of Supervisors has, from considerations of economy, been reduced to 12. Only one or two public school-houses were found in the State at the beginning of the last year. The Superintendent, in concluding his Report, remarks : " I can safely assert that until the present time we have never had an educational law free from most glaring defects." In a Supplementary Report he adds : " While at every step this department has met with stubborn opposition, the experience of the last three months has demonstrated that the sovereigns of the soil are fully alive to the importance and necessity of free schools."

In a letter written nearly at the same time, he says: "I cannot sufficiently thank you for your kind suggestions concerning the donation intended for this State. I commend the wisdom of the plans proposed, and shall enter into a hearty co-operation with you in executing the same." "The State has made an appropriation of over \$500,000, a part of which is now in the State Treasury."

ARKANSAS.

There has been a retrograde movement in this State, the nature of which is thus indicated in a letter of the Superintendent, written May 7, 1872: "We had suffered to some extent from the payment of teachers in depreciated paper, previous to the meeting of the last General Assembly; and, in my report to that body,—as you will doubtless have observed,—I strongly urged the necessity of adopting such measures as would secure the payment of teachers' wages in current funds. Instead of heeding my suggestions, however, with respect to the matter, another Act was passed, authorizing the issue of Treasurer's certificates, and making them receivable for school taxes; and the result was that little else than these certificates was paid into the school fund, and they ranged at a discount from fifty to twenty-five cents on the dollar, and in country places were difficult to convert into money at any price. This condition of things has operated very oppressively on the teachers, and great discouragement and apathy have been the natural result. In addition to the fact that teachers have been paid in certificates at a heavy discount, the Legislature passed an Act, limiting the amount of local school taxes in the several school districts in country places to one-half of one per cent, and three-fourths of one per cent in cities and towns. Under these provisions, not more than one in ten of the school districts throughout

the State could support a school for a term of three months during the year."

The cities seem to have suffered less from these derangements than the country towns.

Little Rock. — The representations made of the condition of the schools of this city are highly encouraging. They are as follows: "Our city being the capital and principal city of the State increases in population more rapidly than other parts of the State. Consequently we have an increased demand for the extension of school facilities. We enrolled in the public schools last year 1,438 pupils, about half the number being colored. This year our enrolment is about 1,600. The colored schools have improved in constancy and punctuality, but not in numbers. The white schools have increased greatly in numbers, as well as in efficiency. All classes of citizens now patronize them freely. Our Board have incurred heavy expenses this year in purchasing sites, and in building houses, one of which bears the honored name of Peabody. To bring our schools up to their present state of prosperity has required the untiring energy of our school officers, who have been materially aided by your timely assistance."

The amount of this assistance for the present school year is \$2,000.

Helena. — From a detailed Report of the School Board, we learn that 200 white pupils were enrolled, and 182 colored; that, in addition to the \$1,000 received from the Peabody Fund, \$10,000 were collected by direct tax on the district, and \$800 received from the State. The Secretary of the Board says, in his letter of February 12, 1872: "There is still an increase in the attendance this term, and a much better feeling in the community in regard to public schools. More interest is taken in the subject by the citi-

zens generally. We started off in September last under a graded system, with a high-school department, and we intend to make our schools as good as any in the South, at an early day."

Camden.—The people of this city have shown great energy and liberality in providing schools for the education of their children. The President of the Board of Directors writes, January 9, 1872: "Necessity compels us once more to call on you for assistance. We hope this will be the last time. The erection of school buildings (costing \$20,000), and the support of the schools at an annual expense of \$7,200, have left us in debt." A contribution of \$1,000 was made towards meeting these expenses.

There is little to be added to what was said in our last Report on the condition of the other schools of this State under our patronage. The names of these schools, and the amounts contributed, are as follows:—

Fort Smith	\$1,500	Dardanelle	\$300
Fayetteville	800	Ozark	300
Colored Asylum near Helena	600	Jacksonport	300
Russellville	500	For the Journal of Education we pay	200
Batesville	450		

TENNESSEE.

An unfortunate change was made in the school law of this State not long since; but during the past year a reaction has commenced, with prospects of complete success. On the 19th of December last, the State Teachers' Association, with which this movement originated, addressed to me a communication containing the following passages: "We deem it of the utmost importance that, at this juncture, an efficient agent should canvass the State, and arouse the various counties to action under the present school law." We would respectfully request your con-

sideration of the propriety of appropriating \$1,500, during the year 1872, towards the support of such an agent, to co-operate with the Treasurer, who is, *ex officio*, Superintendent, and to work under the immediate supervision of the officers and Executive Committee of the State Teachers' Association. We are satisfied that in no other way can this amount of money accomplish equal good to the cause of education in this State."

This recommendation was finally adopted, not only on account of its intrinsic merits, but because the resident member of our Board of Trustees is the President of the Association. No body of men in Tennessee better represents the interests of education than does this assemblage of enlightened and enterprising men, among whom are numbered the Presidents and Professors of the various literary institutions of the State.

The proposition for an agency in behalf of the schools did not originate with us, but with the representatives of the people of all parties; and there can therefore be no jealousy on the ground of foreign interference with State affairs.

To guard the more effectually against any misapplication of the money contributed by us for this object, it was placed at the disposal of our associate, above referred to, with the request that he would make such an arrangement with the Teachers' Association as would, in his judgment, accomplish the greatest amount of good.

The result is that a highly intelligent and influential gentleman was appointed Agent of the Association, and, on the 22d of January, he was made Assistant Superintendent of Public Instruction; which circumstance is itself the best evidence of the wisdom of the course pursued. On the 14th of March last he made a most valuable Report, which was published by authority, for the purpose of

being circulated in the State. The views presented in it are of the most elevated character; and the facts brought to light are well adapted to awaken the people from their lethargy. He maintains that "education has become absolutely indispensable to the material prosperity of every community;" that "the system as it at present exists is utterly devoid of vitality;" and that "the want of unity of aim and of action throughout the State" can best be remedied by "the appointment of a competent State Superintendent." "Less than thirty counties," he informs us, "have levied a tax for school purposes; and, in the remainder, no action has been taken by the county courts." In appealing to an honorable sentiment of pride, he says: "It is a painful distinction to a State, whose sons heretofore have been distinguished for their valor, and whose daughters have been noted for their accomplishments, to be classed second in illiteracy."

We subjoin an account of some of the principal schools that have been assisted from our Fund, with a list of the remainder, which are all of the same general character with those described last year:—

Knoxville. — Early in 1871, I received information that this city had, after a somewhat earnest contest, voted to raise about \$3,000, in addition to the \$4,000 to be received from the county and State. "It is very desirable," says the writer, "that as strong sympathy, and as large assistance from you and your Trustees, should be manifested towards the friends of popular education, and the work they have here in hand, as is possible." "Now is the time to strengthen the hearts and hands of our friends at this place, on this subject." A conditional promise of aid to the amount of \$1,000 had already been made. The proposition was now modified thus: "If the city authorities will double the amount formerly proposed, making it

\$6,000 or \$7,000, we will double our donation, making it \$2,000 instead of \$1,000." All that was contemplated has been accomplished, and there is now an average attendance of over 800 pupils. Good houses are about to be erected, which will materially increase the city tax.

13th Civil District, Davidson County. — The commissioners of this district proposed to maintain schools, attended by more than 500 pupils, under 8 teachers, for ten months, if they could receive a contribution of \$1,000 from the Peabody Fund. This application for aid was strongly supported by the County Superintendent, and the request was granted. The commissioners say, under date of February 7, 1872: "We have handed your letter containing the promised aid, as well as your other letter to us, around the district; and the result is, we have some \$700 subscribed towards building a school-house, which is to be centrally located. It is the opinion of many that, upon our receiving the money promised us, many more men in our district will subscribe liberally towards building a house for a graded school, much needed by us."

Edgefield. — The Board of Education in this city, having in former years received liberal aid from us, with the understanding that it should end with last year, did not feel at liberty to ask for further assistance. But a friend represented that, in consequence of an unexpected deficiency of the school funds, for the supply of which no provision had been made, the schools could not be continued through the year. To this application the following reply was made: "I understand that your funds will not enable your Board to continue the schools through the usual session, and that you need \$1,200 to sustain them for ten months. We will contribute \$800 of that amount, if the citizens of Edgefield will provide for the remaining \$400." The condition was readily complied with, and the friend above referred to, in

communicating this information, said: "I can assure you, you have conferred an immense benefit upon the free-school system of our town; and, in the name of all parties interested, I heartily thank you."

The other schools aided in this State, and the amounts allowed them, are:—

Jonesboro'	\$1,000	3d Civil District, Bledsoe Co. \$300	
Greeneville	1,000	Mount Moriah	300
Lookout Mountain, Normal School	1,000	Louisville	300
Fisk University, Colored Normal School	800	11th Civil District, McMinn Co.	300
Cave-Creek Academy	600	10th Civil District, Hawkins Co.	300
9th Civil District, Blount Co.	600	9th Civil District, McMinn Co.	300
Cleveland	600	1st Civil District, Roan Co.	300
20th Civil District, Davidson Co.	600	Clear Spring	300
Murfreesboro'	500	21st Civil District, Greene Co.	300
Chatata	450	3d Civil District, Polk Co.	300
Elizabethton	450	Flag Pond	300
12th Civil District, Hawkins Co.	450	Boon's Creek	300
Calhoun	450	Cherokee	300
11th Civil District, Hawkins Co.	450	Cherokee Institute	300
1st Civil District, Hancock Co.	450	Martin's Creek	300
1st Civil District, Morgan Co.	450	French Broad	300
27th Civil District, Jefferson Co.	450	7th Civil District, Sullivan Co.	300
2d Civil District, Davidson Co.	450	Zion's Hill	300
2d Civil District, Polk Co.	450	New Prospect	300
7th Civil District, Johnson Co.	300	Pine Hill	300
5th Civil District, Carter Co.	300	Blue Spring	300
1st Civil District, Polk Co.	300	Flint Spring	300
2d Civil District, Scott Co.	300	Normal School, Blount Co.	300
Clear Creek	300	Broylesville	300
7th Civil District, Blount Co.	300	Holston College	300
8th Civil District, Polk Co.	300	Washington College	300
		13th Civil District, Hancock Co.	300
		8th Civil District, Hawkins Co. (colored)	200

Reports have been received from the various county agents who have had most of the above-named schools in charge, containing very favorable accounts of their success ; many of them having been held in College or Academy buildings, and instructed by a higher order of teachers than is common in the public schools.

WEST VIRGINIA.

In the Report of the Superintendent, made Jan. 16, 1872, we find the following items : The number of children in the State between the ages of six and twenty-one years is 166,749 ; the number attending school during the year was 76,599, with an average attendance of 51,336 ; the whole number of teachers was 2,468, and the average length of the schools 3.84 months. There are 2,059 school-houses, of which 859 are log-houses. The total expenditures for all purposes amount to \$577,718, of which sum \$212,033 was for houses. No estimates have been made for those schools which failed to report. In the language of the Superintendent : " The number of teachers and scholars, schools and school-houses, and the number of months taught during the year, are regularly increasing." " Public sentiment is becoming awakened, interested, and enlightened, on the subject of free-school education ; opposition is withdrawing, and by its practical results our system is daily recommending itself to the judgments and affections of the people."

Our plan of operations is highly commended, and active measures have been taken to give it the utmost efficiency in connection with the public schools of the State.

Some apprehension was felt in the early part of the year that the Convention, which was to be held in the autumn for revising the Constitution, would abolish that feature of

it which provided for free schools. Having been advised to suspend operations in the State till that question should be settled, I deemed it prudent to consult the Superintendent of schools on the subject. He replied to my inquiries : "I do not believe there is the least cause of apprehension of danger from that body. True, we are not a unit on the subject of free schools ; but there is in this State no party that would dare to raise its hand against it. The system has a strong hold on the affections and interests of the masses of the people." Another gentleman of high position wrote me : "Words cannot adequately express our gratitude for the encouragement you afford us. The good work of popular education is rapidly and surely gaining a firm footing in West Virginia, — so firm that no party dare risk its life by weakening it." The subsequent action of the Convention verified these predictions. After a very earnest discussion of the subject, this part of the Constitution was left untouched.

The distribution of aid to schools in this State has been conducted on the same principles as in the other States, and is as follows :—

Wheeling	\$1,500	Lewisburg	\$450
Wellsburg	1,000	Portland	300
Parkersburg	1,000	Volcano	300
Martinsburg	1,000	West Columbia	300
Fairmont	1,000	Harrisville	300
Clarksburg	800	Piedmont	300
Grafton	800	Bethany	300
Buckhannon	600	Coal Hill	300
Palatine	600	Philippi	300
Morgantown	600	West Grafton	300
Moundsville	500	Ravenswood	300
Salem	450	Williamstown	200
Moorefield	450		

To four Normal Schools \$2,000 have been given, in sums of \$500 for each. An appropriation of \$1,000 has been conditionally made for Teachers' Institutes, and another of \$200 for a Journal of Education.

The reason for this liberal assistance for the improvement of teachers is, that there is no want in respect to schools so great as that of persons properly qualified for this office.

In conclusion, it may be remarked that the appropriations made to the schools in the several States are all conditional, and that most of them have been already paid, the terms having been complied with. The total amount appropriated since our last meeting, February 15, 1871, is \$141,350. The amount contributed by the people themselves, in connection with these donations, is probably not less than \$700,000.

B. SEARS, *General Agent*.

STAUNTON, VA., June 24, 1872.

A P P E N D I X.

After the Report was in type, the following statement of the Peabody Schools of Louisiana was received, which was designed to take the place of the one furnished at an earlier date. It covers a period of nearly two years, and therefore does not correspond with that of the Report. The schools which are not numbered have been discontinued, a part of them having been superseded by State Schools.

TOWNS.	Local Contributions.	Donations.	No. of Months.
1. Arcadia . . .	\$2,390	\$800	14½
Bastrop . . .	1,600	450	10
Columbia . . .	2,550	400	10
2. Homer . . .	2,200	585	17
3. Minden . . .	2,000	420	10
4. Montgomery . .	1,977	500	10
Natchitoches . .	1,100	250	10
Pleasant Hill . .	1,100	300	10
5. Trenton . . .	1,760	310	6
6. Winnfield . . .	1,200	250	10
7. Amite City . .	3,900	1,275	17
8. Baton Rouge . .	4,060	1,630	17
9. Bayou Sara . .	5,000	1,630	17
10. Clinton . . .	2,570	690	16
11. Gretna . . .	3,670	1,365	14
12. Pinkneyville . .	1,840	600	13
Plaquemine . .	464	120	4
Tangipahoa . .	367	94	3½
13. Terre aux Bœufs	1,590	595	13
14. Thibodeaux . .	2,800	660	13½
	<u>\$44,238</u>	<u>\$12,924</u>	

On motion of Governor GRAHAM of North Carolina, seconded by Governor AIKEN of South Carolina, the Report was unanimously accepted and approved, and ordered to be printed.

The Treasurer read his Annual Report, which was referred to the Finance Committee.

Voted, That the subject of the bonds of the States of Alabama, Mississippi, and Florida, to which the Treasurer has called the attention of the Board, be referred to Messrs. TAYLOR, GRAHAM, and STUART, to ascertain what steps are proper to be taken to secure the payment of said bonds

now due, and to become due, and to report at a future meeting.

On motion of General GRANT,

Voted, That whenever any of the securities held by the Trustees, now due, or which shall fall due, shall have been paid, the Finance Committee are authorized, in connection with the Treasurer, to reinvest the principal thereof in such manner as they may deem expedient, and as the charter of incorporation may permit.

Voted, That the Treasurer, under the direction of the Finance Committee, be authorized to execute all necessary releases, or receipts, on the payment of any of the securities belonging to the Trust.

Voted, That Messrs. EATON and WATSON be a committee to examine the vouchers of the General Agent.

Voted, To adjourn until to-morrow at eleven o'clock.



JUNE 28, 1872.

The Trustees met at eleven o'clock A.M., pursuant to adjournment.

The committee appointed to examine the vouchers of the General Agent, having made the examination, reported as follows:—

The committee appointed to examine the vouchers for disbursements made by Dr. SEARS, as General Agent, have compared receipts in his possession with the amount of disbursements, and find receipts for all sums entered in the accounts for disbursement from No. 242 to 474 on

disbursements as entered in his account on papers marked No. 11 to 19 inclusive, to be correct.

GEORGE N. EATON.

S. WATSON.

The business of the Annual Meeting having been completed, the Board adjourned *sine die*.

A suggestion was made by Governor AIKEN, of South Carolina, soon after the death of Mr. PEABODY, that a meeting of the Trustees should be held at or near Danvers, "where his body is interred, as at once a proper respect to his memory, and a most agreeable pilgrimage."

In conformity with this suggestion, immediately after the adjournment, the Trustees proceeded to the depot of the Eastern Railroad, where by the intervention of Governor CLIFFORD, and the courtesy of the directors, a special car was in readiness to receive them. On their arrival at Salem, they were met by William C. Endicott, Esq., President of the Peabody Academy of Science, who conducted them to the building, where they spent a pleasant hour in examining the rare collection of East India curiosities, and specimens in Natural History, prepared and classified with admirable skill. They then visited the rooms of the Essex Institute, after which they were most hospitably entertained by Mr. Endicott, at his own residence.

They next visited the tomb of Mr. PEABODY, in Harmony Grove, near the town named in honor of him. The sarcophagus of massive granite is a fit emblem of the character which it commemorates.

From this place they proceeded to the Peabody Institute, at Peabody, where they were received by the President, Hon. A. A. Abbott, and his associate Trustees. Here they saw the excellent portrait of Mr. PEABODY, the celebrated enamelled miniature of Queen Victoria and her accompanying autograph letter, and many other objects of special interest. Before leaving the Institute, they partook of a sumptuous collation, given by the Trustees.

They then proceeded to the Peabody Institute in Danvers, another elegant structure, containing, like that at Peabody, a valuable public library and a fine portrait of its Founder.

On their return, they visited the former residence of the royal Ex-Governor Gage, of revolutionary memory, surrounded by stately elms, and adorned with oak empanelling and ancient furniture of English workmanship, and now occupied by Francis Peabody, Esq., where renewed hospitalities were extended to them.

The incidents of the day did not fail to leave on the minds of all who were present a deep impression both of the wise and munificent liberality of the great philanthropist towards the people of his native town and county, and of the thoughtful kindness of those to whose care these local trusts had been committed.

ELEVENTH MEETING OF THE TRUSTEES.

NEW YORK, July 16, 1873.

THE Trustees of the Peabody Education Fund held their Annual Meeting at the Fifth Avenue Hotel, New York, at twelve o'clock noon, July 16, 1873.

Present: The Chairman (Hon. ROBERT C. WINTHROP); Hon. HAMILTON FISH; President GRANT; Hon. J. H. CLIFFORD; Hon. W. M. EVARTS; Hon. W. A. GRAHAM; C. MACALESTER, Esq.; G. W. RIGGS Esq.; S. WETMORE, Esq.; GEORGE N. EATON, Esq.; G. PEABODY RUSSELL, Esq.; Hon. S. WATSON; Hon. A. H. H. STUART; and Dr. B. SEARS, the General Agent of the Board.

The printed record of the last Annual Meeting having been laid on the table by the Secretary, the Chairman (Hon. ROBERT C. WINTHROP) made the following

ADDRESS:

GENTLEMEN OF THE BOARD OF TRUSTEES OF THE PEABODY EDUCATION FUND:

You will not have forgotten that, at our last meeting, it was voted, after much deliberation and discussion, that the Annual Meeting of the Board should hereafter be held in the city of New York, in the month of July,—the precise day to be fixed by the Chairman and General Agent, after due consultation with the members individually.

We are here, accordingly, on the day agreed upon by Dr. SEARS and myself, after such correspondence with others as gave us the best hope that we might rely on the attendance of at least a majority of the Board. In that hope I am glad to perceive that we are not disappointed,—a quorum of the Trustees being now present, and ready for business.

But before proceeding to the formal duties for which we are assembled, it is fit that I should call your attention to the sad vacancy which has been created in our little circle since we last met.

Our venerable and beloved associate, Bishop McILVAINE, died at Florence, Italy, on the thirteenth day of March last. He had been one of the Trustees from our first organization at Washington, on the 8th of February, 1867, and was named by Mr. PEABODY, in his original letter of endowment, as the second Vice-Chairman of the Board. He was at the head of our Executive Committee from that time until his death, and our records bear constant testimony to the diligence and efficiency with which he discharged the duties of that position. He had, from the outset, a deep sense of the importance of the work committed to us, and of his own share of the responsibility for its faithful execution. No personal inconvenience or discomfort, in long journeys from Cincinnati to Washington, or Richmond, or Philadelphia, or New York, ever prevented his punctual attendance at our Annual or Special Meetings; and, even in the depth of the winter of 1870, while already suffering from symptoms which foreshadowed the end, he could not be deterred from coming on to unite with us, at Danvers, in paying the last tribute to our illustrious Founder.

We missed his wonted presence, for the first time, at our Annual Meeting in Boston last year; but he had then already been ordered by his physicians to seek rest and

recreation once more in foreign lands, and had sailed for Europe, on the previous 18th of May, never to return.

This is not the occasion for speaking of our venerated and lamented friend in his relations to the church of which he was so eminent a minister. As pastor of more than one conspicuous parish ; as Chaplain, and Professor of Ethics, at the United States Military Academy at West Point ; as the author of a little work on the Evidences of Christianity, of which hardly less than fifty thousand copies have been printed, in our own and other languages, and which is still among the class-books of our theological schools ; and, more than all, as the devoted Bishop of the Diocese of Ohio for more than forty years, — he has left a record which might well be envied by any prelate of his country or his age, and which will not fail to secure an enduring reverence for his name and memory.

Nor will his services in connection with the Christian Commission during the late civil war, and his *quasi* diplomatic employment abroad, by our department of State, during the most critical period of that war, be suffered to pass into oblivion, by those whose province it may be to make up the recent history of our country.

It is only for us, however, to remember, to-day, his unwearied devotion to the work in which we are engaged, and the wise, kind, genial spirit, in which he entered into all our deliberations and doings. No presence at our Board was ever more welcome than that of "the good Bishop," as we involuntarily found ourselves calling him. No counsel was more judicious ; no speech more conciliatory ; no social intercourse more winning and inspiring than his. Of a form and countenance which often suggested the image of Washington ; of a life and conversation ever in keeping with the dignity and sacredness of his calling ; there was yet a cheeriness intermingled with his gravity, a

vivacity and gayety "within the limits of becoming mirth," which made him one of the most charming of companions. Meantime, the grand spirit of Christian courtesy and charity and love, which so conspicuously distinguished his whole career, in every sacred as well as secular relation, made us all feel, as I am sure we all do feel at this moment, that it was a privilege to be associated with him in our work, and that his loss is one which, for ourselves, we cannot too deeply deplore. For him, at so advanced an age, with such a life to look back upon, and such a life to look forward to, by faith, in the future, there can be no regret. Writing to me in 1869, he said in reference to Mr. PEABODY, "There is a difference of four years between his age and mine. There may be much less between the times of our going hence. I have no desire to remain here. To be with our blessed Lord is far better."

Bishop McILVAINE had the good fortune many years ago to win the confidence and affection of our ever-honored Founder. Nor is it only with this one of Mr. PEABODY's great benefactions that his memory is entitled to be associated. It was to him, then in England, that Mr. PEABODY, in 1859, communicated, among the very first, his purpose of making a great gift for the benefit of the poor of London. At Mr. PEABODY's request, the Bishop entered at once into confidential correspondence with the eminent philanthropist, Lord Shaftesbury, in regard to the particular form which this gift should assume, and the special purpose to which it should be applied. I have been privileged to see that correspondence, and have thus been enabled to appreciate the important part taken by our lamented friend in the original arrangement of that munificent London endowment. And when, two years afterwards, the scheme was finally consummated and divulged, Bishop McILVAINE, being again in England, was one of the

few friends of whom Mr. PEABODY took counsel in preparing his memorable letter to the Lord Mayor of London, announcing the donation of one hundred and fifty thousand pounds sterling for improving the dwellings of the poor. At the close of the last year that noble Trust represented a total sum of £228,000, and another sum of £150,000 is to be added to the principal during the present year, if it has not already been done, in accordance with the will of Mr. PEABODY ; while no less than eight hundred and forty-seven families, consisting of 3,407 persons, as appears by special inquiry in May, 1872, were then occupying apartments which had been provided from this Fund.

There was thus a peculiar appropriateness, — greater than perhaps was understood at the time, and quite apart from his eminence as a Churchman and a Bishop, — that the remains of one, who had been so leading an adviser of this great English benefaction, should have found, as they did find, a temporary repose, — on their way to their final resting-place, near his own American home, — in the same renowned and consecrated Abbey, within whose walls, under similar circumstances, the remains of GEORGE PEABODY himself, a few years before, had been the subject of funeral honors.

Our good Bishop rejoiced, as indeed we all do, in the signal success of that endowment for the London poor, hardly less than in the prosperous progress of our own work. Differing in their design and character as widely as they do in their locality, but prompted by the same benevolent heart and established by the same munificent hand, these two great trusts have had a common blessing upon them thus far ; and no one has been more constant or more fervent, than our lamented associate, in invoking that blessing from Him, from whom alone it could come.

I will not anticipate the Report of our excellent General

Agent by entering into any account of what has been accomplished in our own peculiar field of labor during the past year. That Report will tell its own story, and will show, if I mistake not, that more than a hundred and thirty-five thousand dollars from our own Fund have been expended, in co-operation with six or seven times that sum contributed by the people of the Southern States, in the cause of education, since our last meeting ;—thus making hardly less than a full million of dollars, expended in a single year, under the direction of our General Agent, and as the result of the Peabody Trust, for free, common schools in the South.

But I will not detain you longer from the satisfaction of listening to the details of that Report. I have only desired to bring before you, for your formal notice, the great loss we have sustained in the death of Bishop MCILVAINE, and to open the way for entering on our records some expression of the deep sense, entertained by us all, of his noble character and faithful services.

On motion of Governor FISH, it was

Voted, That so much of the Chairman's Address as relates to the death of Bishop MCILVAINE be referred to a committee of three, with instructions to report Resolutions expressing the feeling of the Board on the death of our late associate.

Governor FISH, Governor CLIFFORD, and Mr. RIGGS were so appointed, and reported the following, which were unanimously adopted, after remarks by Mr. EVARTS and Governor CLIFFORD :—

Resolved, That the announcement of the death of our venerable and venerated associate, the Right Rev. CHARLES

P. MCILVAINE, Bishop of Ohio, an original member, and one of the Vice-Chairmen of our Board, has been received by the Trustees with deep sorrow ; that we are sincerely sensible of the faithful service he has rendered to our work, and of the heavy loss we have sustained by his removal from the scene of his earthly labors.

Resolved, That we shall warmly cherish the memory of Bishop MCILVAINE as one of the most amiable and exemplary of men, and as one of the wisest, most faithful, and most efficient of our members in carrying out the designs and desires of the Founder of our Trust.

Resolved, That the Trustees heartily concur in the tribute which has just been paid by our Chairman to the memory of our lamented friend ; that it be entered at length on our records, and that a copy of it be communicated to the family of Bishop MCILVAINE, together with these Resolutions, and with an assurance of our heartfelt sympathies in their afflicting bereavement.

The General Agent, Dr. SEARS, then presented and read his Annual Report, as follows:—

REPORT OF DR. SEARS.

To the Trustees of the Peabody Education Fund.

GENTLEMEN:—In the general condition of public schools in the Southern States, there are many encouraging circumstances, with some that are discouraging. But the former vastly predominate over the latter. The one, springing from the ready adoption of rational views, and from the progressive spirit of the age, have the stamp of permanency ; the other, the effect of inexperience, ignorance, or prejudice, are gradually yielding to the increasing light of knowledge, and are sure, sooner or later, to pass

away. The objections now most frequently made to free schools are rather practical than theoretical, owing no doubt to the fact that, by means of free discussion, more progress has been made in the knowledge of principles than in the successful application of them in practice. There are indeed a few who, as Archbishop Whately somewhere observes, "appear not only to think, but to *wish* to think, that a condition but little removed from the savage state is the most favorable to virtue." But these few men who look so far back into the past for all that is good, and for whom the future holds out no promise of improvement, have created for themselves a cheerless solitude, and are rather heard uttering despondent murmurs than seen presenting a bold front of opposition.

There is a much larger class of men whose position is somewhat equivocal, and whose influence is more to be dreaded. They do not profess to be unfriendly to common schools; but consent, reluctantly perhaps, to let the experiment be tried, provided it be done at a cheap rate, not considering, probably not caring, that such a condition is fatal to all success. The effect would be, and in more than one State is, to create a wide-spread dissatisfaction among the people, who, having paid their school tax, find that the private schools have been broken up or reduced to weakness or inefficiency by the removal of so many pupils, and that, for want of sufficient funds, no respectable public schools have taken their place. With a school fund that distributes only one or two dollars to a child, it is utterly impossible to employ competent teachers, or to continue the schools for a sufficient length of time. And yet, if either of these conditions is wanting, the people, after all that has been done, are left without any suitable means of education. Absolute destitution of schools is but little worse than private schools weakened and rendered power-

less, and public schools that do not deserve the name. The truth is that, so far as the education of the children of the State generally is concerned, the two systems coexisting are chiefly efficient in weakening each other. Either, to be prosperous, requires all the money that is paid for both. Besides, men will not be satisfied to be reduced to the necessity of setting up schools of their own, or of sending their children from home after having contributed their share to the public-school fund. Such are the results of what people are pleased to call economy in expenditures for public schools. If economy is to be estimated, not by the amount of expenditure alone, but by the value of the results, what is sometimes called economy is nothing but waste. When the end for which schools are established is sacrificed, the means are thrown away. The fallacy which I have here attempted to expose has done more mischief in taking the life and soul out of what would otherwise be good school legislation, than all other causes combined. Let this be my apology for warning the people against all propositions to cheapen the expense of schools to such a degree as to make it prove their ruin.

It has become quite evident that more care than is usually exercised is needed on the part of the natural guardians of the interests of education, to prevent mistakes in legislation. It cannot be safely taken for granted that all well-meaning legislators are sufficiently familiar with the general principles, and with the details, of a system of public instruction, to pass, without the aid and counsel of others, none but wise laws. Almost every thing pertaining to this matter depends on the wisdom, energy, and watchfulness of those who have been appointed to superintend the operations of schools. They can, in most cases, prevent the mutilation of a well-digested school law by hasty or inconsiderate amendments and alterations. They

will be able either to give such information as will set the subject in a proper light at once, or to procure a postponement that shall give the necessary time for mature deliberation. Such suggestions, if good in themselves and made in a proper manner, will be welcome to right-minded legislators. The Superintendent is a trusted public officer, who is expected to watch over the interests of the State in his appropriate department. He is regarded in the light of an expert, to the benefit of whose knowledge and testimony the Legislature is entitled. It is reasonably expected that he will, above all other men, make the educational wants of the State, and the whole subject of school legislation and administration, a study; and that he will be a fountain of light and knowledge to others. Few men, indeed, are qualified for such an office; and it would be well if those whose duty it is to make the appointment should always exercise great care in their selection of men, and be slow to dispense with the services of those who have proved themselves worthy of it. It requires the labor and observation of years to qualify one for it; and yet some States seem to prefer to have a new Superintendent almost every year. Whatever other interests may be subserved by such frequent changes, that of education certainly suffers.

In those States, or parts of States, where the colored population is numerous, the property holders very generally stand in fear of any power to levy school taxes but that vested in the Legislature. They have a great distrust of voters who are not themselves tax-payers. Hence they are unwilling that laws shall be passed favoring local taxation by popular vote. The consequence is that the schools, being wholly dependent on State funds for their support, can be continued only a few months in the year. The best schools are usually found where

the citizens of each locality come to the aid of the State and adopt them as their own, and contribute liberally to their support. They then take more interest in their condition, and neglect nothing which is conducive to their success. For this reason, many of the States provide for the support of the schools only in part from the public fund, and enact laws favorable to raising an additional amount by voluntary taxation in each county, town, or district. If there is cause to fear that this power will be abused where the majority of the voters pay no property tax, the Legislature can easily fix a limit to the tax, or designate some Board, or body of men, whom it can safely trust to perform that office. If it be said that the State, as such, owes to all the children within its borders equal means of education, it may be replied that this principle, even if it be allowed, is limited by another which no one will gainsay; viz., "that power should be distributed, and should always be kept as near to the people as is consistent with the end to be subserved;" furthermore, that men always pay taxes more cheerfully if the money thus raised is not to go abroad for general distribution, but to be wholly expended at home for their own benefit; that they are distrustful, and not altogether without reason, of the expediency of paying their local funds into the State treasury to tempt unscrupulous politicians. Besides, a heavy State tax will always be resisted by the large cities and wealthier communities which receive, in the distribution of school money made according to the number of children, only a part — often less than half — of the amount of the taxes paid on their property. If it be objected that the common people, who are often ignorant, and indifferent to education, cannot be trusted to raise money for schools, it can with quite as much truth be said that demagogues in our legislatures will flatter this class of men, and use all

their eloquence to strengthen their prejudices, as a lever by which they themselves may be lifted higher in office. Railroad speculators and greedy corporations, who desire all the funds they can obtain from the State, will join in the cry against the burden imposed upon it by the school law. It has been found to be a fact, in two or three States at least, that the people, being made to understand that they must pay more than twice as much for the education of their children if there is no good system of public schools, have discarded their old leaders, and demand a class of men to represent them who will not keep the people down in order that they themselves may rise. There are not wanting instances in which the voice of the people has been raised against scheming legislators, calling for the abandonment of that blind policy which denies the bread of knowledge to their children, checks immigration, and the entrance of capital into the State, causes the depreciation of landed property, and a retrograde movement generally, while other States are advancing in all their material interests. Let the common people once understand how deep a stake they have in the success of the public schools, and the instinct of self-love and the desire of improving their condition will make them intelligent and independent enough to dispense with the services of either blind or deceitful guides.

It is frequently said by way of objection to public schools in the South, that they may be well enough in States of a dense population, but are unadapted to a country that is thinly inhabited. This objection, as far as it has any force, lies against all schools, private no less than public; and the legitimate conclusion is that education in these circumstances is impracticable. Let those who will, take such a view of the subject. The School Boards can study the geographical distribution of the population in a

township or district and establish primary schools at the most convenient points, and one or more schools of a higher grade in villages or central places. This cannot be done with private schools, because there can be no concert in action between disconnected and rival parties. The managers of public schools have the whole population as well as the whole area of the district at their disposal; whereas most private schools are sectarian, and each sect would patronize its own, thus multiplying the number where they are not needed, and leaving the more rural and remote sections destitute. The present condition of the people is not what it was, nor will it continue to be what it now is. Plantation life with its magnificent solitude is passing away. Already large estates are beginning to be divided; new lines of railroads, the introduction of the mechanic arts, and the increase of manufacturing establishments are constantly creating new settlements and villages, breaking up in a great measure the rural isolation of the people, and bringing them into closer relations with each other. The schools, with other institutions for intellectual, moral, and social improvement, are contributing their share to this result. Such are the tendencies of modern civilization all the world over.

Another ground of complaint, more plausible than reasonable, is that the results, compared with the cost of the public-school system, are not, as yet, so great as was promised. This is very much as if a man were to build a new house, and to move into it before it was wholly furnished and fitted for use, and then complain that, *as yet*, his family were not as well accommodated as he had expected they would be. A change from private to public schools is not the work of a day. Laws are to be framed, and perhaps to be modified after a little trial; a school fund is to be provided, and the best modes of taxation devised; men are

to be appointed to fill all the offices, from the State Superintendent to the District Trustee ; school-houses are to be built and furnished, teachers to be selected, and sometimes trained for their work ; and the whole system to be inaugurated and adjusted in thousands of school districts. Much time must be consumed in making all these preparations, the full results of which are like the harvest that does not ripen till long after the seed-time.

One of the most difficult problems to be solved is the amount of force to be employed and of money to be expended in putting a school system in operation. Viewed in the abstract, the question might be easily decided in favor of energy and thoroughness at the outset, without much regard to expense. Considered in the light of expediency, with reference to the ignorance and prejudices of the people and the necessity of their good-will and co-operation, it would appear evident that the expense of putting the schools in operation and keeping them in working order should be gauged, in part at least, by the state of public sentiment. Careful observation for six years has convinced me that here, as elsewhere, the middle course is the only safe one. I have seen a school system, good in itself, rendered inefficient, and school money expended to little purpose, because the parsimony of the State would not allow a sufficient force to work it. In other cases I have seen an over-supply of school officers with large salaries consuming so much of the school money as to alienate the hearts of the people from the whole scheme, and finally to lead to disastrous legislation. No doubt the leaders in all public improvements must be in advance of the rest of the community ; but, in order to succeed, they must carry the people with them, furnishing some sure ground of faith in the measures proposed, either by reasoning too plain and too convincing to be resisted

or by some palpable results which no degree of assurance can contradict, no ingenuity explain away. If theory and practice could be brought a little closer together, and adjusted to each other, the one suggesting improvements and the other testing them, there would be progress without revolution. The crisis which has come upon us is an unusual one. A great change in the means and methods of education has become indispensable. While, on the one hand, there is no time to be lost by dilatory action, on the other the whole enterprise should not be imperilled by bold and hazardous experiments. In the end public schools will, beyond all question, be maintained in every State ; but the people may be so disheartened by repeated failures and violent changes, as long to delay the full benefit of universal education.

In enlightening the people on this subject, more is often accomplished in a short time by a few examples of well-organized and well-conducted schools than could be by long and repeated discussions. Men may be convinced of the unsatisfactory character of existing schools, and yet, never having seen any that are models of excellence, may despond of ever seeing much improvement. But those who have been so fortunate as to witness the operation of public schools which have introduced all the modern improvements, are often as much astonished as they were when they first saw a train of cars or a steamship. There is no exaggeration or hyperbole in this statement. I was once present when about a hundred teachers of a State which had no public schools except those established by two cities, being assembled in one of those cities, adjourned their meeting for half a day in order to visit the schools ; and I never saw greater enthusiasm on the subject than was produced by that visit. This was the third annual meeting of that association of teachers which I had

attended, and many excellent essays had been read and profitable discussions held on the subject of free schools, all of which put together produced less effect than this single examination of a model system of schools. A similar effect is produced when, from the different parts of two other States which I could name, men visit the schools of the capital, and see with their own eyes what they would not have believed if it had been told them. Many very intelligent and influential men have said to me that they had no conception of this system, till calls of business brought them in contact with persons in other States who took pride in inviting them to visit their public schools. It is for these and similar reasons that one of the chief aims in the distribution of our Fund has been to enable cities and towns in all parts of each State to teach people wisdom by example, and no part of our work has been more successful, both in its immediate results and in its remote influences.

The prejudices once so often appealed to by men professing to be guides against all innovation, whether in schools or in other matters, and the determination not to forsake the paths of their forefathers in training the young, have had their day, and are looked upon, now that patriarchal times have ceased, as "amiable weaknesses." Men have come to see — if I may enlarge upon a hint thrown out on another subject by Sir James Mackintosh — that while there are times when it may be well to adhere closely to usage and precedent, as the ancient mariner always kept within sight of the land, there are other times, following great convulsions, when it is necessary to go beyond the narrow limits of routine, and take broader views by surveying the whole field of truth, and to imitate the modern navigator who, having under his eye the courses and observations of others who have crossed the ocean before

him, ventures out to sea with chart and compass and a knowledge of prevailing winds and currents, and by bolder but not more perilous voyages than those made by the timid seafarer of ancient times, explores the world of waters, and links continents and nations together by the bands of commerce. In all the Southern States there are men enough who are ready to say, "Suppose public schools with us are a novelty, and private schools ancient and hereditary: not only are the superiority and necessity of the former clearly demonstrable, but the successful experiment made by so many foreign nations and by so many of our own States furnishes ample means of forming a practical judgment on the subject. More than this, enough has been done by a majority of the Southern States themselves to satisfy candid minds that this system, and this alone, will meet the demands of the times. To adhere to that which is antiquated and which in our altered circumstances reason condemns; and to shrink from those changes which our present condition makes necessary, which reason approves, and which the experience of all civilized nations has shown to be both practicable and safe, — is to rear up a bulwark of prejudice to arrest the progress of society in its career of improvement."

Further particulars will find their appropriate place in the subjoined account of the several States.

VIRGINIA.

The number of public schools in the State, for the year ending Aug. 1, 1872, is 3,695. The school population, consisting of persons between five and twenty-one years of age, is 411,021. Of this number 247,002 are white, and 164,019 colored. The whole number of children attending the schools is 166,377, with an average daily attendance of 95,488. The average cost of tuition per month of pupils

enrolled is 70 cents. The whole cost of public education for the last year was \$993,318, of which about one-half was paid by the State, one-fourth by the counties, and one-fourth by the districts. The whole number of private schools, including Academies and Colleges, is 856, and the whole number of pupils attending them 20,497, being 5,451 less than the preceding year.

Ninety-three counties report a growing sentiment in favor of public schools ; six report no change ; five report unfavorably ; and one makes no report. Teachers' Institutes were held in 77 counties and cities. Nearly all the County Superintendents are in favor of the present system of raising school funds, combining the taxation of the State, the counties, and the districts. Many of them regret that the rate of taxation in the counties and districts should depend on the County Board of Supervisors, a body of men not always interested in schools. They would prefer that the rate should be fixed by the Legislature, or by the County School Boards.

The State Superintendent says in his second Annual Report : "Abundant evidence is herein adduced to show that the public-school system is growing in favor with all classes of our people." "The increased liberality of the people is worthy of note." "The addition in the second year of 648 schools and 769 teachers, with an addition of more than a month in the average length of the school session, was a most gratifying increase of school privileges over those of the first year ; and the happy effects were simultaneously exhibited by the addition of 35,289 pupils to the enrolment in the schools."

The second or expository part of the Report is a valuable document on the whole subject of public schools. We have space for only two or three brief extracts : "It is well known that all manner of irregularities formerly character-

ized primary schools. There was not only no prescribed course of study ; but there was, in most cases, the utmost confusion as to studies, classification, text-books, and methods of instruction. The teacher, however well informed, was commonly the slave, and not the master, of his school." "The time was when States attempted to secure the education of the people by a mere distribution of money, under general regulations ; but experience has taught this to be wasteful and ineffective. Under such school committees, such teachers, such school-houses, as were common, the education given was generally a poor affair." "In the public schools the education of the young people is not left to chance, to all the irregularities and uncertainties which characterize education when left to private enterprise, but it is systematic. The work is carried on according to a plan, and one commensurate with the object aimed at. There is no waste of means, as by having two schools where one is sufficient ; no neglect of particular spots because of the indifference or poverty of parents ; no leaving to hap-hazard the character of the teacher, or of the school accommodations. The whole territory is evenly covered, and every thing involving the excellence of the school is carefully looked after."

At the time the above-mentioned Report was made, fears were entertained that the reduction of taxes, in consequence of the new valuation and assessment of property, would embarrass the public schools for the present year ; but the application for relief made to the General Assembly by the State Superintendent, was successful, and no curtailment of expenditures for educational purposes will be necessary.

Of the assistance received at your hands the Superintendent thus speaks : "It will be seen that \$28,900 of the proceeds of the Peabody Education Fund were appro-

appropriated to the Virginia schools during the past scholastic year. The bulk of this was given in aid of graded schools, and was highly influential in promoting the formation of this class of schools, and in the prolonging of their sessions ; both of which were objects of the first importance."

We give a condensed account of a few of the principal schools of the State which have received aid from the Peabody Fund, followed by a list of all the amounts appropriated.

Richmond. — We learn from the last Report of the schools of the city, for the year ending July, 1872, that the total enrolment was 4,663, and that of this number 2,751 were white children, and 1,912 colored. (At the present time, the enrolment amounts to 5,304, and the average attendance to 3,574.) The amount paid for the support of schools was \$53,402 ; for school-houses and furniture, \$61,562. (For the current year, the cost of the former will be about \$65,500, and that of the latter about \$58,500.) Of the whole number enrolled the estimated cost for instruction per scholar is \$8.84, or of the average attendance, \$12.78. Speaking of the Principals, each of whom has a group of schools under his charge, the City Superintendent says : " Immediately after their election in August they visited the cities of Baltimore, Philadelphia, and New York, for the purpose of becoming acquainted, by *actual inspection*, with the best methods of instruction and discipline pursued in the public schools of those cities. I am confident that what they saw and heard on this trip greatly aided them in the prosecution of their duties during the past year, and enabled them much more rapidly to conform to what was to them a comparatively new system of teaching school."

After saying that the weekly meetings of the teachers

for mutual improvement have been continued, he adds : "If an error in teaching any subject, or in any method of discipline, is observed by the Superintendent in his visits among the schools, the correction can be applied to all the schools, and uniformity secured, by the discussion of the subject in the teachers' meeting."

In a letter dated May 23, 1873, he says : " Our high school, capable of accommodating 300 pupils, is in course of construction, and we expect it to be ready for occupation on Sept. 1. The cost of the high school and furniture will be \$35,000. Our gradation is better, and consequently the general progress of our schools is more satisfactory for the present than for the past session. A large number of our wealthy and influential citizens are patronizing our schools ; and the reason given is that, judging from the progress of the children who were in the schools last session, they are satisfied that the public are better than the private schools."

The State Superintendent observes in his Report : " The cities of Richmond and Lynchburg have made the greatest advance toward complete organization, systematic visitation of schools, instruction of teachers, and commodious school accommodations. . . . This is especially true of Richmond, where the school officers have been greatly strengthened by the liberality of the City Council, and the important aid of the enlightened Mayor. Already families are moving into the city in order to obtain for their children the fine educational advantages here presented."

Petersburg. — The school population of this city for the year ending Aug. 1, 1872, was, according to the last Report, 6,272. The whole attendance of the public schools was 1,321, the white children outnumbering the colored by 247. The number of the latter was diminished by the withdrawal of the colored high school from the care of the

City Board. The average attendance was 1,133; and the number of teachers 26. The Superintendent, in a recent letter, says: "We are improving greatly this year, 1872-73." The Chairman of the School Board, in a letter dated April 21, 1873, said: "We desire to make known that our Board will gladly receive your usual contribution of \$2,000 in aid of the advancement of the public schools of this city. We are doing a good work, and the city has agreed to erect for us two new school buildings, — one for the white, and one for the colored, children. They are intended as intermediate schools, between the ward schools and the high school, and they will be graded. The building for white scholars has just been commenced, being let by contract at \$21,600. When completed and furnished it will cost \$24,500. The one for colored children will be built and completed this fall. For these two new buildings the city of Petersburg has agreed to issue and sell its bonds, for \$40,000, at 8 per cent interest, payable in twenty-five years. Our Board is anxious to employ a teacher of German and of music, and your usual contribution will render us most important aid."

Lynchburg. — From a long communication received from the City Superintendent, Aug. 23, 1872, I quote the following: "The School Board have just completed three school-houses, at an aggregate cost of about \$29,000. They owe about \$2,000 on the last building, and intend asking the Council for that amount in a few days. This house is an ornament to the place, — situated in the centre of the city, with every necessary convenience. . . . Our high schools are succeeding finely. We rent buildings for them. The one occupied by the female high school is one of the most beautiful and elegant places in the city. Young ladies from a distance are coming to the city to get the benefit of this school; in fact, the common schools

have attracted a considerable number. . . . Last year we paid our teachers promptly every month. You kindly gave us \$2,000 for that year at a most opportune time. . . . Your kind and timely benefactions have done a vast deal of good in this city ; I do not think I could have got along without them. They operate as a continual spur to the Council, and encourage us all greatly."

For the year ending Oct. 1, 1872, the number of white pupils enrolled was 700, and the average attendance 411. The enrolment of colored pupils was 547, and the average attendance 386. Beside the cost of buildings, the amount paid for the support of the schools was about \$17,000. The cost of tuition per pupil enrolled is \$9.56.

Alexandria. — The Superintendent reports, April 11, 1873: " We have kept open, thus far, four graded schools: one for white boys, with six divisions ; one for white girls, with four divisions ; one for colored boys and one for colored girls, with three divisions each. In all, the number of teachers employed is 16, at salaries amounting in the aggregate to \$7,250. The regular attendance for six months has been 657, averaging daily over 85 per cent.

Staunton. — Aid to the amount of \$1,500 was promised to the schools of this city, on condition that the city government would make arrangements for converting the Academy into a free high school ; furnishing other suitable school buildings, and effecting a complete gradation of the schools. The arrangement has been made. The Academy building will be repaired and refitted for use immediately, and a Principal has been engaged who has had great experience in Providence, R. I., and elsewhere.

Norfolk. — During the year last reported, " there were," says the Superintendent, " 800 white and 400 colored children admitted into our public schools, who were faithfully taught by excellent and efficient teachers."

Portsmouth. — The Superintendent wrote me July 17, 1872: "As you have been already informed, we undertook the full organization of our schools on the 1st of September last, under great embarrassment of our city finances. By a liberal credit we succeeded in keeping our schools in very successful operation during the session of ten months. Our Board finds itself in debt to the amount of \$4,000." On the strong testimony of the State Superintendent to the same effect, and also to the great excellence of the school system, liberal aid was granted for the ensuing year.

Harrisonburg. — The City Superintendent reports as follows: "The graded school in Harrisonburg has been in successful operation during the term, and is daily growing in popularity and favor. The people are beginning to appreciate the advantages of a systematic classification of the pupils. The private schools in town are diminishing in number, while the public schools are increasing. Only for the generous aid that has been extended to us by the Trustees of the Peabody Fund have we been able to organize and carry forward our graded schools; and the kind donor will ever be held in grateful remembrance."

Lexington. — The County Superintendent and the Clerk of the School Board report: "The schools of Lexington are now more completely organized, and better supplied with teachers than they have been heretofore. This improvement is due in a great measure to the aid so liberally extended to us from the Peabody Fund, for which you have our sincere thanks. The number of pupils enrolled in the white school is 174, and in the colored school 159; the former averaging 147, and the latter 144. They are under the instruction of 7 white and 4 colored teachers."

NAMES OF SCHOOLS AND AMOUNTS APPROPRIATED.

Richmond	\$2,000	Tazewell	\$300
Petersburg	2,000	Midlothian	300
Lynchburg	2,000	Clover Hill	300
Norfolk	1,500	Matoaca	300
Portsmouth	1,500	Fincastle	300
Winchester	1,500	Buchanan	300
Staunton	1,500	Franklin Academy	300
Wytheville	1,000	Charlottesville	300
Manchester	1,000	Scottsville	300
Harrisonburg	800	Love's Mill	300
Hampton Colored N. School	800	Green Spring	300
Richmond " "	800	Gladville	300
Lexington	750	Leesburg	300
Warrenton	750	Culpeper	300
Floyd Court House	600	Stephensburg	300
Christiansburg	600	Strassburg	300
Danville (colored)	600	Mt. Airy	300
Salem	500	Nuckollsville	300
N. Class, Hollins Institute	500	Palmyra	300
Liberty	450	Fluvanna Institute	300
Bristol	450	Chingoteage Island	300
Woodstock	450	Midlothian (colored)	200
Lincoln Colored School	450	Powhatan (colored)	200
Butler " "	400	Clover Hill (colored)	200
Charlottesville, (colored)	400	Christiansburg (colored)	200
Manchester (colored)	400	Fincastle (colored)	200
Boylston	300	Virginia Journal of Edu-	
Berryville	300	cation	200
Independence	300	Teacher's Institute	100
Calliopean School	300		
Bridgewater	300		
			\$32,800

NORTH CAROLINA.

The condition both of the public schools, and of education generally, in this State is far from being satisfactory. There is an alarming indifference on the subject among the common people, and a want of union and hearty co-operation among public men. The school law, though it may be the best that the friends of education could obtain

at the time it was passed, is by no means what it should be. Nowhere has it been more clearly demonstrated that half-measures in establishing and supporting public schools cannot be attended with great success. The good and the bad features of the amended school law will appear from the following statements, taken from the State Superintendent's circular addressed to the county commissioners February 27, 1873:—

“Public schools are to be maintained four months every year in every school district in each county of the State in which the qualified voters shall vote to levy the additional school tax necessary for that purpose. It is the duty of the county commissioners of every county in which there is not already a sufficient school fund on hand, to submit the question to the qualified voters of the county whether or not the additional school tax shall be levied. In every county in which a majority of the votes given shall be ‘for school taxes,’ it will be the duty of the county commissioners to levy a sufficient tax to maintain a public school at least four months in every school district in the county for each race, and pay half the cost of building, repairing, and furnishing school-houses, and the whole cost of purchasing school-house sites.”

“If the county commissioners and school committees in the several counties could be induced to consider the alarming illiteracy of the rising generation, and the vast importance of public education to the material interests and safety of North Carolina, they would exert an influence in their several counties which would permanently establish public schools.”

It is to be feared that in many, if not in most of the districts, there will be no schools at all, on account of the aversion of the people to paying school taxes. One of two things will be necessary: either systematic and energetic

efforts must be made to enlighten the people, so that they shall demand a good school law, as in Tennessee; or the Legislature must, in advance of the people, establish a system which shall command respect, and win its way to favor, as in Virginia. Two public meetings, recently held in Raleigh, in regard to the general interests of education, indicate that a more auspicious time may be approaching.

Wilmington. — The chairman of the school committee writes February 22, 1873: "By the recent action of the County Board of Education, and of the Board of Aldermen, the free schools of Wilmington have been made city free schools. A school committee of five, and a Superintendent have been appointed. The city authorities have been requested to levy a tax to meet the deficiencies of the State and county tax for schools in the city. There is an increasing average attendance, amounting now to about 1,000. We flatter ourselves that the start now taken in Wilmington will, in time, extend to every part of the State."

In a subsequent letter I was informed that the city tax had been pronounced illegal. Thus it seems that a city that is willing and anxious to tax itself for a good system of graded schools, is prevented from doing it by the law of the State. The same is true in regard to *Raleigh*, which applied to the General Assembly, at its last session, for authority to raise money for free schools by popular vote, and the application failed because that body considered such authority unsafe.

Newbern. — "The Newbern Academy," says the Secretary of the Board of Trustees, in a letter dated January 15, 1873, "opened in October last with the full number of teachers and a large attendance of pupils. It is the only free school for whites in the city or county; and without the aid received from your fund it could not be maintained for the full scholastic year."

Washington. — We extract the following from a letter of the Chairman of the School Board, written February 4, 1873: "The number of pupils in our school is 240. They are divided into three grades, and are instructed by five teachers. The amount subscribed by citizens is \$800, and that derived from the public fund is \$785. This is a public free school, and will be continued 10 months."

The following schools receive the amounts named from the Peabody Fund:—

Wilmington	\$1,000	Dysartville	\$300
Newbern	1,000	Otter Creek	300
Washington	600	Big Laurel	300
Hillsboro'	500	Sulphur Springs	300
Hayesville	450	Hominy Valley	300
Catawba Vale	450	Fayetteville (colored)	300
Waynesville	450	Bridgewater	300
Warrenton (colored)	400	Belmont	300
Portsmouth	300	Democrat	300
Leicester, No. 1	300	Locust Field	300
Leicester, No. 2	300	Morgan Hill	300
Lebanon	300	Qualla Town	300
Hendersonville	300	Newport	300
Hunting Quarter	300	Oxford (colored)	300
Charlotte	300		
Linville	300	For 6 Teachers' Institutes	300
Walnut Creek	300		
Grassy Creek	300		
Old Fort Township	300		
			<hr/>
			\$12,550

SOUTH CAROLINA.

So far as I can learn, what was said of this State in my last Report remains substantially true at the present time. Few schools are supported through the year, consequently we have not had opportunity for many appropriations. Application was made for Charleston as follows: "The Legislature, at its last session, appropriated over \$300,000 for educational purposes. Not one dollar of this amount

has been received from the Treasury, and the result has been that nearly all the public schools in the State have been closed. The school tax levied in this city during the present year has sustained the schools to the beginning of October last ; but the funds of the Board are now exhausted, with no hope of relief until the city tax for 1873 shall be collected. At that time provision will be made for the support of the schools during the entire year, without regard to the State appropriation ; so that, I hope, this is the last application our schools will have to make to you for aid. We have had no assistance from the Peabody Fund since early in the year 1871 ; and I think this fact will give to our application an additional claim for favorable consideration."

In response to this urgent call the sum of \$1,000 was paid Jan. 7, 1873.

Pine Ridge Academy was assisted to the amount of \$300. In a letter dated Feb. 6, 1873, the Secretary of the Board said : "We have kept up a free school in this place for three years and six months, and it is, in a great measure, the kind aid you have given us that has encouraged our people to make the effort. The great influence the school has had in this community, and the good it has already accomplished, we cannot find words to express."

We have also contributed to the school of Spartanburg \$200, as in former years.

The amount paid to this State is \$1,500.

GEORGIA.

The history, present state, and prospects of the public schools of Georgia can best be learned from the Report of the State Superintendent, presented to the General Assembly, in January, 1873, from which I quote the following passages :—

"There were no public schools in operation, under the general school laws of the State, in the year 1872. The unlawful diversion of the school fund to other than school purposes, and the grave error of administration by which, in the absence of resources, a debt of near three hundred thousand dollars was run up against the State, by prematurely putting schools into operation, were fully set forth in my last Report. This state of things rendered it impossible to accomplish any thing in the way of actual school work, without resorting to local taxation. The School Law of January 19th, 1872, conferred the power of local taxation, but the provisions of the Act were such as to render the power nugatory as to immediate results."

"The number of children between the ages of six and twenty-one years in 1871, as determined from actual returns and by computation, was 366,388. The school age, as now fixed by law, is from six to eighteen. With this reduction of the limits of the school age, the entire school population, at this time, would probably not exceed 370,000. Taking the annual school revenue at \$280,000, this would give about seventy-five cents a head to all the children of school age. For the reason that the labor or services of at least a portion of the children is absolutely essential to the support of the family with a very large portion of the population, and for other reasons, we need not count upon the actual attendance upon the schools of more, perhaps, than one-third of the entire school population. This would give, to pay for the instruction of each child actually attending, about \$2.25. It is needless to say that this amount is, in itself, entirely inadequate. The experience, however, of other States, both in this country and Europe, has demonstrated that it is much the best to use State funds simply as an aid, leaving the main burden of fur-

nishing the necessary monetary supplies to local communities."

The General Assembly, in passing a bill "to perfect the school system," omitted that section of it which was of vital importance. On this point the Superintendent remarks :—

"I regretted the loss of the section under consideration, not only on account of the failure thereby to establish the local policy, which I believe to be the true policy, but because it left the Act as passed very inefficient. County Boards are empowered in the Act to purchase sites, build school-houses, and procure school furniture ; but, by the failure of this section, they are left utterly without means of accomplishing these ends. They may also, under the Act, establish graded schools, but are left entirely without the resources necessary."

From the closing paragraph of the Report I select a few remarks expressive of the Superintendent's views :—

"It is not to be disguised that the effort, thus far, to establish a public-school system for the State has resulted in comparative failure. It is well known, however, to all who have sought to inform themselves, that the causes of failure are not to be traced to any thing inherent in the system itself, but to maladministration. With the State School Fund secured, as it now is by the wise legislation on that subject adopted by the last General Assembly, and with this fund promptly distributed and wisely used, we may hope to see a good work begun this year, which shall recommend itself by its fruits."

"Time will be required in order for us to witness the best fruits. A great system of the kind we are proposing to establish must be a growth. There must be in it adaptation to the wants and condition of the people. As evils, from time to time, discover themselves, under the practical

workings of the system, the proper legislative remedies must be applied."

"That the State has the highest interest, social, moral, and economical, in the education of the youth within her limits, and that this end can be accomplished more universally and thoroughly, and at a less expense, under the public-school system than under any other, are propositions which are susceptible of absolute demonstration."

Atlanta. — The City Superintendent, writing March 17, 1873, says: "Our Board of Education are exceedingly desirous that you should assist them again this year with a donation from your Fund. We closed our schools last July with an indebtedness of \$25,000, which we shall this year reduce to \$12,000 or \$15,000. We have considerably extended our accommodations for colored children, and we are now providing a new school for them. Our City Council have just decided to build for us another house, which will be ready by the beginning of the next school year, in September. I hope you will find it consistent with your plans to give us the same amount this year you gave us last year. I think I may say for the Board that we shall neither ask nor need your assistance again."

Augusta. — I received a letter from the City Superintendent, April 23, 1873, in which he says: "To-day we accompanied the committee sent by the grand jury for the purpose, and examined each school. There are now in operation, for white children, nine schools; viz., two grammar schools, two intermediate schools, and five primary. In these there were present, to-day, 420 pupils. There are seven colored schools, one grammar and six primary, in which 325 were present to-day. These numbers are below the average, on account of the prevalence of the measles. The colored schools have school-houses erected by the Freedman's Bureau, and are supplied with every thing

needful, and are in a flourishing condition. The white schools are using rented rooms, which are not well furnished. The funds to sustain these schools will not be collected and paid till after July. The Finance Committee will borrow the money to pay the teachers. We request you to assist us to the extent of your power."

Macon. — The number of schools reported is eleven, with an attendance of 1,122. Of these pupils, 499 are white and 623 colored. The average attendance of the former is 443; that of the latter 567. The State Superintendent, in a letter dated April 24, 1873, says: "I know of no place in the State where any aid that you may be able to furnish would more fully meet all the ends had in view by your Trustees in their expenditure of funds."

Savannah. — In his Annual Report, made October 12, 1872, the President of the Board says: "During the past year, 2,513 scholars were enrolled. The average attendance was 1,950, at a cost, per pupil, of \$17.90. The average number to each teacher was less than the preceding year, being 50 against 57." The City Superintendent, under the same date, says: "During the seven years which have elapsed since the establishment of the present system of schools, the Board have never lost sight of the original purpose of their organization, which was to provide, for the largest number of children, the best education with the smallest expenditure of money consistent with the accomplishment of the proposed end. With this object ever kept in view, the policy has been adopted of furnishing, from time to time, additional educational facilities by the extension of the schools, and of exercising such care in appointments to places as to secure the most competent and efficient instructors in all the departments."

The President of the Board had said in his Report: —

"The subject of schools for colored children in the city

has long excited the interest and attention of the Board. As the State has as yet contributed no funds to the county for educational purposes, it has been entirely out of the power of the Board to take any steps in the premises heretofore."

The Superintendent, in a letter on the same subject, dated Nov. 14, 1872, said: "The Board is making an earnest and honest effort to educate the colored children of the city. They have rented and fitted up a building, at an expense of \$800, capable of seating 200 pupils, and requiring four teachers. The Board expect to make no difference in the salaries of the teachers of the white and the colored schools. It is quite clear the total expense will not fall short of \$3,500. The embarrassed condition of the City Treasury has caused the Council to make an appropriation smaller than last year, although the schools have been extended. Unless help comes from some unexpected quarter, I am afraid we shall not be able to pay the teachers, in any of the schools, their full salaries."

In acknowledging the receipt of the money which was appropriated from the Peabody Fund, in a letter dated April 19, 1873, he speaks in these encouraging terms: "In behalf of the Board of Education, and our people generally, I return sincere thanks. Our schools, both white and colored, are doing well. I believe our system has the entire confidence of the people of the city. It is but justice to add that the schools of Savannah have for several years ranked among the best in the State, or even in the South."

Brunswick. — Assistance was granted to this city, on the recommendation of the State Superintendent, as contained in the following letter, dated April 11, 1873: "I have an application for aid for two schools at Brunswick, Ga., — one white, the other colored. The reports for the first session are before me. The white school has five teachers, — two

males and three females. The number of pupils is 236. Of these, 123 are males, and 113 females. The average daily attendance is 94 per cent, and the length of the school year is forty weeks."

"In the colored school there are four teachers, two males and two females. The total number of pupils is 208, of whom 96 are boys, and 112 girls. The average daily attendance is 190, and the length of the school year forty weeks. Glynn County, in which the city of Brunswick is located, has a special law; and I have every reason to believe that they are making an earnest effort to inaugurate a good system of public schools.

"The application comes to me from the Mayor of Brunswick, who is also Superintendent of Education. I know him well, and most heartily indorse the application."

Columbus. — This city, which formerly received aid for its white schools, now asks for it in behalf of its colored schools only. The City Superintendent remarks in his letter of Feb. 15, 1873: "These schools are upon the same basis as the white schools, controlled by the same rules, same officers, taught same length of time during the year, &c. The only difference is that the buildings and furniture are not so well adapted to their purpose. The teachers (colored) are organized into a normal class, meeting twice a week. We expect a daily attendance of 300, and a total enrolment for the year of 450."

SCHOOLS AIDED.

Atlanta	\$2,000	Ringgold	\$300
Augusta	2,000	Senoia	300
Macon	1,500	Dahlonega	300
Brunswick	1,000	872d Military District . .	300
Atlanta Colored Normal		874th Military District . .	300
School	800		
Savannah	800		
Columbus	600		
			<hr/>
			\$10,200

FLORIDA.

The Report of the Superintendent of Public Instruction, for the year ending Sept. 30, 1872, gives us the following information:—

“During the past year, many circumstances have existed unfavorable to the progress of education. The failure of the crops, the imperfect collection of revenue, the inadequacy of legislative appropriations, the excitements of the Presidential and State election, with other causes which need not be mentioned, have tended in some degree to embarrass the efforts of the friends of common schools.

“It is an evidence of the inherent vitality of the system, and of the increasing hold it is gaining upon the popular mind, that in spite of these obstacles a manifest advance has been made, both in the number of schools, the aggregate of pupils, and in the number and qualifications of the teachers employed.

“In my last Report, the whole number of schools in the State was given as 331. The establishment of 113 additional schools raises this number to 444, an increase of more than one-third in the number of schools. The aggregate of pupils has also increased from 14,000 to 16,258. The ratio of pupils enrolled in the common schools last year was about one-fifth of the youth between four and twenty-one. This year it is over one-fourth. If it is saddening to reflect that three-fourths of the youth of the State are yet unreached by the educational system, it is surely encouraging to know that the ratio is so rapidly changing.”

“The interest on the common-school fund apportioned among the several counties the past year amounted to \$15,784.53. It is impossible to say what the warrants for this amount have realized. If sixty cents on the dollar be

taken as the probable average value, the amount would be \$9,470.80."

"The amount raised by taxation in the several counties may be estimated at about \$75,000. Add to this private contributions, about \$10,000; donations from the Peabody Fund, \$7,350; interest on school fund, \$9,470. This divided among all the children of the State, is at the rate of \$1.64 per head. The aid derived from the Peabody Fund is of peculiar value, because it is so distributed as to sustain schools for about ten months in places where they become models of what good schools ought to be."

I wrote, May 15, 1873, to the newly appointed State Superintendent, for more recent information, and received the following in reply: "I can add but little to that laid before you by my predecessor. The time for my Annual Report is not yet come, but there are many indications of a steady increase of pupils in the schools of this State. During the last two months we have organized County Boards of Instruction, where none existed before. Florida has to-day, in school, 18,000 pupils, with 400 teachers, and an average of 45 children to a single school. The last census of the children between 4 and 21 is 62,870, so that we have not yet one-third of the children of this State in school. The entire amount expended last year for educational purposes, from all sources, was \$101,820.80. The change in public sentiment in relation to the common-school system in this State is indeed wonderful; men and communities that were hostile to the common schools two years ago are now in many instances giving a warm support."

Jacksonville. — We copy the following from the Report of the Chairman of the Board of Education, dated February 10, 1873: "The second term has opened very favorably. We have in the high-school 250 scholars. As our rules

require, the average attendance is large, exceeding 85 per cent. We need more room, and are building to that end. The colored school is also doing well, the number of pupils being 360. We are exceedingly anxious to make the schools a success, as they will influence the cause of education, not only in this community, but to a great extent throughout the State. For success we are dependent, in a large measure, on the aid received from the Peabody Fund." In a previous Report of the high school, it was said: "In order to remove the prejudices existing in the community against public schools, we have made special effort to get a school of high grade. It is rapidly winning the confidence of our best citizens, and many of them are sending their children, and are highly pleased with their progress. The expenses of this school are \$400 per month. Some of our citizens are encouraging us with the promise of liberal subscriptions to enlarge the grounds and buildings."

St. Augustine. — I quote from the Report of the County Superintendent, for the year ending September 30, 1872: "The schools in our city are doing very well. The Principal of the Peabody School says his school has never been in a better condition. His opinion is confirmed by the visiting committee of the Trustees of the school, who make a careful inspection of the school weekly. His qualifications are so well known to you that it is not necessary for me to speak of them. The Principal of the primary department is faithful in the discharge of her duties. The Principals are aided by two competent female assistants. The discipline of the whole school will compare favorably with the best-regulated schools in any part of the country.

"School instruction in our county, outside of the city of St. Augustine, has many difficulties to contend against,

chiefly derived from the sparseness of the population and the poverty of the people. Reasonable efforts are made by the inhabitants of the rural districts to enjoy the benefits of education. Where schools have been established, the attendance of the pupils has been as good as could be expected.

"There is no building in the county outside of St. Augustine at all adapted to the purposes of a school-house. I do not know of one provided with desks and seats. Until there is an increase of population, there will not, probably, be any substantial improvement."

Gainesville. — There are two large schools in this city, both of them of an elevated character; the one for white children, the other for colored. Speaking of the former, the County Superintendent says in his Report: "There has, perhaps, been too great a desire on the part of County Superintendents and Boards of Public Instruction to multiply the number of schools. It is a question for serious consideration if the cause of education would not be better promoted by fewer schools, of a higher grade, and continued a greater length of time. The Trustees and General Agent of the Peabody Education Fund seem to be of this opinion."

"In this county our chief dependence for competent teachers is in the graduating pupils of the East Florida Seminary, and the Union Academy of this place."

Key West. — The schools of this place were opened on the first day of September, and closed the last day of June. The number of white children enrolled was 360, with an average attendance of 320; that of the colored 196, with an average of 150. The number of teachers in the former was five; in the latter three. The amount of money paid by the city is about \$6,000; that contributed by the Peabody Fund, \$1,000."

Tallahassee. — The West Florida Seminary was, more than a year ago, placed under the charge of the County Board, as the Tallahassee High School, and a principal appointed, with a corps of able and experienced assistants. The present Superintendent wrote me March 26, 1873: "As our expenses have been largely increased by the burning of our principal school-building last year, and the cost of maintaining the schools is \$520 per month, we are obliged to practise the strictest economy."

Pensacola. — On the 2d of April, 1873, the County Superintendent wrote me: "Our schools have been in operation constantly since September 1, 1872, with an average attendance of about 250 scholars. We shall need your aid to continue them to the first of July. We employ now six teachers, and the school is very well graded."

Madison. — I received a letter from the County Superintendent, dated March 11, 1873, from which I select the following: "Excuse the liberty I take in again asking you for aid for schools at this place, the present scholastic year. The aid you have given us heretofore has enabled us to continue our schools a much longer time each year than we could have done otherwise. The colored school numbers 140 in average attendance. It is in charge of three most excellent lady teachers. The white school is also well attended."

SCHOOLS AIDED.

Jacksonville	\$1,400	Lake City	\$300
St. Augustine	1,200	Monticello.	300
Gainesville	1,000	Tampa	300
Key West	1,000	Ocala (colored)	300
Tallahassee	800	Quincy (colored).	200
Pensacola	600	Apalachicola (colored).	200
Madison	600		
Live Oak	600		
			<hr/>
			\$8,800

ALABAMA.

The Report of the State Superintendent, who has retired from his office, is somewhat despondent. Among other things, he says: "The abolition of the Board of Education, and the return of all legislative power respecting education to the hands of the General Assembly, would remove many difficulties which now embarrass the department, and would, in my opinion, meet the cordial approval of the intelligent people of the State. Under our present system there can be no concert of action between the Board and the General Assembly."

"From the unofficial reports of County Superintendents, I am informed that large amounts of warrants remain in their hands unpaid. It has been impossible, therefore, for County Superintendents to balance their accounts with this office. In this connection I would say that the affairs of this department cannot be satisfactorily administered until the General Assembly provides money to meet the annual educational apportionments. The failure of the Treasury to cash school warrants had a depressing effect upon all the township schools, yet the number of children in attendance and the length of term taught by the public fund will not vary materially from that of the preceding year.

"We have a thorough system of public instruction for a population of one million of people. Of this million, 383,000 cannot read nor write. Of the male adults (the voting population) we find 91,000 blacks and 17,000 whites, who cannot read nor write, in all 108,000; enough voters, if consolidated into one party, to control every election in the State, from constable to elector of President."

The amount paid from the State funds for the public schools during the past year is \$606,617.65. The number

of children attending the public schools is 103,595, of whom more than one-third are colored. The scholastic population of the State is not given, but I think it cannot fall far short of 350,000.

Mobile. — No detailed report of the schools of this city has yet been received. It is believed that the account given last year is substantially true at the present time.

Montgomery. — The City Superintendent reports April 19, 1873: "Our schools commenced October 1st, and have been running continually since that time. We have three grades, grammar, intermediate, and primary, and thirteen teachers. The enrolment is 795, the average attendance 698. I sincerely hope our schools may come under your rules, as we must close them a month or more sooner if we cannot receive your aid." A few weeks later he adds: "Our schools are still progressing, and are full. Accept our thanks for your aid. I hope the day will soon come when we can do without it."

Selma. — The City Superintendent, in his application for further assistance, October 7, 1872, said: "Last year in the white schools, by means of the aid supplied by the Peabody Fund, the State, and city, 302 children were taught free of charge; 121, comprising the higher grades, paid a small tuition, — these higher grades, though taught in the same building and under the same management, form, under our system, distinct schools. It is our wish to make these also free. Furthermore, 475 colored children attended a school provided for them, without any charge for tuition, for a term of eight months. There were then, last year, 777 children, white and colored, taught in our public schools, free of tuition. It is hoped the ensuing year to increase the number. With the aid asked for, I am confident we could have our schools free of any charge for tuition."

In a letter written April 3, 1873, he says: "I am happy

in being able to state that our schools are at present in a condition of efficiency. Our restricted and crippled resources are the only difficulties in the way of the highest success."

Huntsville. — The County Superintendent gives the following representation of this city and its schools: "There is here a growing sentiment in favor of public schools. Some of our best citizens manifest a deep interest in them. The city council have aided our work, and others have contributed their aid. We have held several educational meetings, and the work is progressing finely. We have the required attendance."

Opelika. — The Board of Education, in describing the condition of its schools, uses the following language: "Enclosed we send you a copy of an Act establishing public schools in this city [according to which the corporate limits of the city constitute one school district under the control of a Board of Trustees to be elected by the City Council.] The school will number 300, with an average attendance of 85 per cent, and fulfil all the conditions to secure \$1,000 as indicated in your letter. Our expenses for teachers alone are \$3,000, and if the school increases as we anticipate, one or more additional teachers will be required. With grateful acknowledgments for past favors, we can assure you that the appropriation asked for will promote the object of your beneficent fund."

AMOUNTS PAID.

Mobile	\$2,000
Montgomery	1,500
Selma	1,500
Huntsville	1,000
Opelika	1,000
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	\$7,000

MISSISSIPPL

By the new school law, approved April 17, 1873, some of the cumbrous machinery, mentioned in my last Report,

has been removed. The division of the counties into sub-districts, and the County Boards of School Directors, have been abolished, and the duties of the latter divided between the County Supervisors and County Superintendents. In addition to the State tax of four mills on the dollar for the payment of teachers, these supervisors are required to levy a county tax for school-houses and incidental expenses, in conformity with the estimate of the County Superintendent. There are two grades of teachers with corresponding salaries, limited by law ; and all the schools of a county are to be kept the same length of time, as far as may be practicable.

The following statement, taken from the Report of the State Superintendent, presented to the Legislature, March, 1873, gives a general view of the present condition of the public schools :—

Estimated number of public schools	4,650
" " private schools	400
" " pupils enrolled in the public schools .	148,780
" " pupils receiving tuition in private schools	7,050
" average attendance in public schools	125,000
Average length of school term	5 months 15 days
Number of youth of legal school age	317,264
Estimated number of teachers employed in public schools .	4,800
Amount of the common-school fund	about \$2,500,000
Expense of conducting the schools	\$1,136,988

Upon these statements he proceeds to remark : " When we consider the short period of time that our system of public instruction has been in operation, and the many difficulties and embarrassments necessarily attending its inauguration ; the magnitude of our educational scheme, comprehending the providing of ways and means for the instruction of nearly half a million of children, scattered over a large area of territory ; the system of public education, a new and untried experiment in the State ; the

legislation adopted for its organization and maintenance necessarily crude and imperfect, — viewing these considerations in all their bearings, the foregoing statement presents an exhibit of results which must be highly gratifying to the friends of popular education.”

Adopting the motto that “the property of the State should educate the children of the State,” he insists that the cost of public instruction should be paid by the State, and that there should be no county and municipal taxation, except for school-houses and contingent expenses.

In speaking of the aid received at your hands, he says : “We are largely indebted to the General Agent of the Peabody Fund for the interest he has manifested in promoting our educational work. But for the liberal donations extended in aid of our schools, hundreds of the youth of the State would have been deprived of school advantages.”

There are two Normal Schools for the education of colored teachers. The one at the Tougaloo University, and the other at Holly Springs. Of the former the Superintendent remarks that, “in point of efficient management and thorough instruction, it will compare favorably with many older institutions of the kind of long-established reputation.” Of the latter he says : “It has labored under many embarrassments during the year, on account of the want of proper conveniences ; but it has been conducted in a manner entirely satisfactory to the Board of Trustees.”

Jackson.—The County Superintendent, who is also President of the City Board, reports four schools, with two teachers for each. Two of these schools are for white children, and two for colored. He says : “In addition to the above-mentioned free schools, ‘the Society of Friends’ in Ohio are carrying on a large colored school, and employing three teachers, thus making a saving to the city of three teachers’ salaries.”

"As regards efficiency and thoroughness in teaching, I am of the opinion that the Jackson corps of teachers cannot be excelled anywhere in this State.

"We feel deeply indebted to the General Agent of the Peabody Fund for the liberal donation made to the public schools of this city. The sum of \$1,000 has been received for the year 1872, and \$1,250 for the year 1873. The school tax as levied and collected in the city is insufficient to maintain the schools, but the Peabody Fund enables us to carry on the schools nine months of the year."

Summit.—The President of the Board reports March 22, 1873: "The number of pupils enrolled this session is about 300. I am happy to state that we have a much larger average attendance than in previous years. The number of teachers is six, and our monthly expenses are \$500. This is the only public school that has continued in operation for ten months in South Mississippi."

Kosciusko.—In a letter dated April 24, 1873, the County Superintendent writes: "I have received your check of \$450 for the benefit of the high school of this place. Your rules have all been complied with. We have about 175 pupils enrolled, and an average attendance of more than 150. We have four teachers, and the school is prosperous. With your appropriation we have the means to continue the school all the year, and I acknowledge our obligations for the favor."

At another time he wrote: "The town of Kosciusko owes much of its life and enterprise to the existence of this school, and the school itself owes much to the Peabody Fund, from which it has received liberal support during the year."

SCHOOLS AIDED.

Jackson	\$1,500
Summit	1,000
Kosciusko	450
Beauregard	450
Crystal Springs	450
Hillsboro'	300
Durant	300
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	\$4,450

LOUISIANA.

On the recommendation of our Agent, who still continues to serve gratuitously in this capacity, appropriations have been made to schools in this State as follows, liberty being given to substitute other places if any of these fail to perform their part of the arrangement:—

	Local Contributions.	Donations.
Arcadia	\$2,000	\$400
Minden	2,300	400
Montgomery	1,750	400
Amite City	2,550	500
Gretna	2,800	540
Pinkneyville	1,600	600
Mount Zion	1,500	300
Tangepahoa	400	120
Thibodaux	1,950	300
Trenton	Not yet reported	400
Homer	" "	250
Winnfield	" "	200
Bayou Sara	" "	450
Baton Rouge	" "	600
Greensburg	" "	300
Independence	" "	180
		<hr/>
		5,940

To the Peabody Normal Seminary of New Orleans, which numbers 100 members, who are graduates of high schools, and is open to pupils from all parts of the State, the amount paid is 1,600

To normal departments in two other institutes 350

Total amount \$7,890

The Normal Seminary at New Orleans has a model school attached to it, and is instructed by five accomplished professors and teachers, in all the branches usually taught in Normal Schools of a higher order. It is liberally patronized by the citizens, and is accomplishing a great amount of good. Our agent says, "that so useful an institution should have been brought into existence by the enlightened policy of the Trustees and General Agent of the Peabody Education Fund will, I am requested by the Board to say, excite the liveliest gratitude of the pupils and of the people of the State."

TEXAS.

I have been in correspondence with the Superintendent of Public Instruction for about two years, with a view to making liberal contributions to the public schools of the State, and have made from time to time all the propositions which the circumstances would warrant, but have always been met with a request to do something which our rules do not allow ; such as purchasing apparatus, paying teachers over and above their stipulated wages, and making up deficiencies in the school fund arising from a neglect to collect the taxes legally assessed.

Under these embarrassing circumstances, and in some uncertainty as to the permanency of the school law, and of the system of schools then in operation, I replied to the Superintendent's last letter, which was a new call for money, in the following words : "I have consulted the Trustee residing here, and he agrees with me, that in the present unsettled state of school matters in Texas we should not be justified in making donations from our Fund. We therefore feel obliged to wait till we can do it more in accordance with our rules and usages."

I have since learned from the newspapers that the

school law has been abolished, and a different one substituted, of the precise nature of which I have not been informed.¹ It would evidently have been misjudged to contribute the large amount contemplated by the applicant, merely to eke out the support of a system destined to so speedy a termination. No permanent good would have been accomplished. It is hoped that this young but large and thriving State will soon be in a situation to offer suitable facilities and guaranties for receiving material aid from your Fund.

ARKANSAS.

The new school law, approved April 29, 1873, abolishes the expensive office of Circuit Superintendents, who received a salary of \$3,000 each, and substitutes County Superintendents, to be elected annually by the Trustees of the several districts, with a compensation varying from \$300 to \$500 per annum. Each district is required to raise an amount by tax, which, added to the share received from the State, shall be sufficient to support a school three months. In case it fail to do so, it is the duty of the county court to levy a tax for the purpose. The districts have power to prolong their schools beyond three months, if they see fit to do so, provided no tax shall be greater than one-half per cent on the assessed property of the district.

The number of children of school age in the State is 194,314; the number of persons attending school, 32,863; the number of teachers employed, 2,035; the whole amount paid to teachers, \$355,625.

The representations of the State Superintendent, in his Report for the year ending September 30, 1872, are not very cheering. They are as follows: "In a few instances, perhaps through ignorance and inexperience in such mat-

¹ Since writing the above, I have received copies of the new law.

ters, an exorbitant rate of taxation was authorized by district meetings. This circumstance was seized upon by the enemies of free schools, and magnified and exaggerated to such an extent as to induce the Legislature at its last session to limit the amount of local tax that might be levied in country districts to one-half of one per cent, and in cities and towns to three-fourths of one per cent, on the taxable property of the district. In this, I think the General Assembly committed a grave error, not comprehending the effect that such action would have upon the free-school system of the State. In addition to this, and in opposition or disregard of my recommendation in regard to the matter, the Legislature authorized the issue of interest-bearing certificates, and made them receivable for school taxes. The consequence was the school fund, both State and district, was paid into the State and county treasuries mostly in this kind of depreciated paper, worth but little more during the past year than half its par value. This, of course, reduced the school fund in the several counties to about half what it would have been had it been paid in currency. This depreciation, with the curtailment of local taxation, so crippled a large portion of the school districts that it was impossible for them to support even a three months' school." .

"The object in thus dwelling upon the mistaken policy of the Legislature is to show how the course pursued has served to embarrass and well-nigh destroy our free-school system of education, which had been so auspiciously inaugurated and so successfully carried forward during the first two years of its history."

One of the Circuit Superintendents reported, December 1, 1872: "I am sorry to say that, in consequence of the unwise legislation which permitted the Collector to receive State bonds in satisfaction of school taxes, and the limita-

tion of such taxes to one-half of one per cent, the schools have fallen off in number and length of term, and many of our best teachers have gone into other avocations.

"Improper advantage has been taken by all the collectors of the scrip provision, and while in each county a large percentage of the taxes has been paid in currency during the year, none of it has ever reached the Treasurers of the State or county."

Little Rock. — As the schools of this city are conducted very nearly as they were last year, it is unnecessary to make a detailed report.

Fort Smith. — The payment of the school tax in depreciated State bonds made it at one time seem necessary to close the public schools throughout the State, and the relief at length furnished by the decision of the Supreme Court will not be realized until after the close of the present year. I was therefore requested to anticipate next year's allowance, on receiving a guaranty that the schools should be continued the same as the present year.

The Superintendent of the city schools, in a letter dated March 24, 1873, says: "The amount which you propose to advance on next year's appropriation secures the continuance of the schools beyond a peradventure. The interest manifested in the public schools here, and the gratitude of the people for this generous aid extended to them in a time of sorest need, surpasses any thing I have witnessed during a residence of seven years in the State."

Helena. — The Secretary of the School Board, in a letter dated May 10, 1873, says: "Our schools continue to grow in public favor and patronage. There is a very great improvement in regularity of attendance, deportment, and progress."

Pine Bluff. — At the beginning of the school year I received the following communication from the President of

the Board : " The Secretary of the Board has just finished taking the school census of this city, and he reports 710 persons within the school age, of whom 390 are white, and 320 colored. The average attendance of the white schools is about 250, that of the colored, 244. Persons living outside the district can send their children to the city schools by making special application to the President of the Board. It is our intention to afford facilities for at least 100 pupils from abroad. Our schools have become attractive, and well deserve public attention. Our high-school building, which will accommodate 500 pupils, is not excelled in many States of the Federal Union. The colored-school building is to be put in first-class order."

A little later, the secretary wrote me : " Our schools have been in successful operation for four years ; five of them for white pupils, and three for colored. Our school buildings are of the finest order, and have cost us \$25,000, and we pay for current expenses from \$8,000 to \$10,000 per annum. We aim to put about 50 pupils in each school-room. The schools are carefully graded. In connection with our colored schools we have a normal department ; and ours is the only school in a district comprising twenty counties where teachers are trained, while the colored population is not less than \$30,000."

Camden. — The schools of this city commenced September 1, 1872, and ended in June. The number of pupils was 510, with an average attendance of 356. Of these, 300 are white, and 210 colored. The expenses of the year were \$8,385. The President of the Board says April 19, 1873 : " You will perceive that we have exerted ourselves to bring our schools up to the proper standard. Trusting to your generosity, we at the beginning spared no expense, nor did we shorten our session, though the tax allowed by law was insufficient to pay our teachers and keep our build-

ings in repair. We hope you will remit us the expected assistance of \$1,000."

SCHOOLS ASSISTED.

Little Rock	\$2,000	Pine Bluff.	\$1,300
Van Buren (for two years). .	1,600	Camden	1,000
Fort Smith	1,500	Fayetteville	600
Helena	1,500		
			<hr/>
			\$9,500

TENNESSEE.

It will be recollected that, at the request of the Teachers' Association of this State, of which our associate, Judge Watson, is President, you contributed \$1,500 to enable the association to employ an agent to canvass the State, in favor of an efficient system of free schools. This agency was so successful, that the association were encouraged to appoint a committee to prepare a draft of a school law, and present it to the Legislature, with a memorial asking for its adoption. The committee say, in their communication to the Legislature:—

"The undersigned have been appointed by the Tennessee State Association to memorialize your honorable body in relation to the establishment of a system of public free schools.

"The friends of popular education from every part of Tennessee united together under the name of 'The Tennessee State Teachers' Association,' have been laboring for years past, and labor without money and without price, to procure the adoption of a system of public free schools, to which the sons of the poor and the rich shall come with feelings of equality and independence; schools whose excellence shall attract all the children of our State, and which shall become the objects of pride and affection to every one of our citizens.

"The system recommended by the association is one combining the State, the county, and the district systems, retaining the valuable features of all, and thus harmonizing all conflicting views as to different systems."

The form of the school law presented with the memorial was amended in a few particulars, and then passed both Houses, and is now the law of the State.

The secretary of the association, by direction of its officers and executive committee, addressed to me, April 25, 1873, a communication, in which, among other things, it was said: "The last Legislature has passed what is, on the whole, a most excellent school law; unfortunately, there was an oversight in the law, which was not discovered until it was too late for amendment. No provision was made for the clerical work, indispensable in the office of Superintendent. With great regret, but with great earnestness, we again appeal to yourself and your Board for the appropriation of \$1,500 per annum, for this purpose, until the Legislature assembles, being assured that in no other way can you do so much good for the great work now hopefully going on in Tennessee." Resolutions to the same effect, passed at the last meeting, were enclosed in a letter from the President, to which he added: "I presume you have no doubt of the great value of the money you have heretofore appropriated to pay an Assistant State Superintendent. I believe we are very largely indebted to the services of Mr. Killebrew, for our present State system; but it will still require great efforts by our State Superintendent, and the friends of education, to make the system permanent, and to improve it; and I know nothing so certain to accomplish these ends as the aid we asked of you. It will do more for the cause of public free schools than all the balance of the money you can appropriate to Tennessee from the Peabody

Fund, unless it be money given for Normal Schools." Under these circumstances, I could hardly do otherwise than recommend the appropriation asked for.

The number of children of lawful school age in this State is not far from 400,000. The school fund amounts to \$2,512,500. The amount available for schools at the present time is about \$650,000.

SCHOOLS AIDED.

Knoxville	\$2,000	Maryville	\$300
Memphis	1,500	Cane Creek	300
Jonesboro'	1,000	McMinnville	300
13th Civ. Dist., Davidson		Spears' School House . .	300
County	1,000	Whortleberry Springs . .	300
Murfreesboro'	850	Oakland School	300
Fisk University Colored		Clear Fork Seminary . .	300
Normal School	800	18th Civ. Dist., Davidson	
10th Civ. Dist., Davidson		County	300
County	800	Eden's Ridge	300
Goodlettsville	800	Bell's School House . .	300
Cleveland	600	Ducktown	300
Pine Hill	450	Tazewell	300
Wartburg	450	Benton	300
Blackwater Seminary . .	450	Cherokee	300
Brown Hill Academy . .	450	Birchwood	300
Charleston High School .	450	Watauga Academy . . .	300
Flag Pond	450	Cedar Hill	300
Enon Seminary	450	Martin's Creek	300
Mechanicsville	300	5th Civ. Dist., Davidson	
Cookville	300	County	300
Jacksboro'	300	Bethesda	300
Rhea Springs	300	Limestone	300
Blue Spring	300	Holston College	300
New Prospect	300	Central Academy	300
Zion Hill	300	Athens	300
Flint Spring	300	Oak Grove School	300
Chatata	300	Trenton (colored)	200
Mossy Creek	300		
Russelville	300	State Agency	1,500
Richardson's Creek . . .	300		
Oak Grove Academy . . .	300		
			<u>\$25,600</u>

WEST VIRGINIA.

Our work in this State has been somewhat embarrassed by the frequent changes made in the office of General Superintendent. Three different persons have occupied that post during the past year, rendering it very difficult to keep them properly informed in regard to our plans and modes of action. The school law has also been materially changed in some important particulars. As revised, April 12, 1873, it requires the counties to be divided into districts and sub-districts. The general supervision of the public schools is, as usual, assigned to the State Superintendent. Each county is under the rule of a County Superintendent; each district under that of a Board of Education; and each sub-district under that of one Trustee. All these officers are to be elected for a period of two years. The proceeds of the general school fund, and of a tax of ten cents on one hundred dollars, are to be distributed to the counties semi-annually. To supplement their share of State money to support primary schools for four months of the year, the District Board of Education may, if authorized by the vote of the people, impose a tax of not over fifty cents on every hundred dollars. But this question must first be submitted to the people of each district. If the vote is in the negative in any district, there can be no school in it for the ensuing year, as the amount received from the State is insufficient for that purpose, and is moreover forfeited by such vote. With the consent of the legal voters, the Board of Education may assess a tax to prolong a school beyond four months. Under certain limitations, graded schools and high schools may be established in the same manner.

According to the last Report, the number of children in the State between the ages of six and twenty-one years is

170,035, and the number attending the schools, 85,765. The amount paid for the current expenses of schools for the year ending Aug. 31, 1872, was \$411,945, and for school-houses, \$124,791. The school fund is \$284,717. The amount distributed among the several counties last year was \$237,215. The temporary Superintendent, who made out the Report, after arguing against the expediency of relying solely or even chiefly on a State tax to support schools, says in conclusion:—

“Reviewing our progress in the noble efforts of the State to provide for the free education of the whole people, we have reason for profound gratitude at our comparative success. With a million and a quarter of capital invested in school property, three thousand schools in actual operation, and three quarters of a million annually contributed to run them; ninety thousand children under intellectual and moral training, a number of graded and high schools, four Normal Schools in vigorous operation, for which we are annually expending out of the State treasury over \$8,000; a University on which we bestow over \$16,000, and other private and corporate institutions, among them one College largely endowed, and through its 400 graduates already enjoying a national reputation,—West Virginia may well be proud of her position in this highest expression of a people’s patriotism and enterprise. Within less than a single decade there was, outside the city of Wheeling, scarcely a free school in the State.”

SCHOOLS AIDED.

Four Normal Schools	\$2,000	Grafton	\$800
Fairmont	1,000	Weston	600
Wellsburg	1,000	Clarksburg	600
Martinsburg	1,000	New Cumberland	600
Charleston	1,000	Palatine	600
Moundsville	800	Buckhannon	600

Volcano	\$450	Murphy's Mills	\$300
Mannington	400	Newburg	300
Lewisburg	300	Moorefield	300
Wirt Court House	300	Huttonsville	300
Piedmont	300		
Petersburg	300	Three Teachers' Institutes	300
Bethany	300	Journal of Education . . .	200
Point Pleasant	300		
Hartford City	300		\$15,550
West Union	300		
Total amount for all the States			\$135,840

Most of the amounts named in the foregoing lists of schools have been paid. A few have been withheld, the proper certificates not having been received.

But two instances of unfair dealing, or deception, have come to my knowledge: the one, a little doubtful, and involving only a trifling amount; the other, apparently a case of deliberate fraud, in which, it is said, the person implicated obtained, by deceiving all the school officers, from the district committee to the State Superintendent, \$300 for a school which had not more than half the number of pupils, and was not kept more than half the time required.

Our rules for the distribution of funds remain substantially the same as they were last year, viz.:—

Donations are not made to Colleges, Academies, or any private, sectarian, or charity schools. For well-regulated public free schools, continued about ten months of the year, and having a regular attendance of not less than

100 pupils, averaging daily 85 per cent, we pay . . .	\$300
150 " " " " . . .	450
200 " " " " . . .	600
250 " " " " . . .	800
300 " " " " . . .	1,000

In doubtful cases of attendance, the average number decides the question. The amount appropriated for larger

numbers, in cities, cannot be fixed, but must depend on circumstances. The people are to pay for current expenses at least twice, and usually three times, as much as they receive from the Fund, and to bear all the expense of erecting and repairing and furnishing school-houses. They are to grade their schools, and provide a teacher for every fifty pupils. It is necessary that applications for assistance be made through the Superintendent of each State, near the beginning of the school year. No claim for a share of the Fund can be admitted where a special contract has not been previously made.

I should do violence to my feelings if I were to close this Report without expressing my sense of the loss we have sustained in the death of our venerable friend and associate Bishop MCILVAINE, whose wise counsels and kindly sympathy have often aided and cheered me in the discharge of my arduous duties.

B. SEARS, *General Agent*.

STAUNTON, Va., July 15, 1873.

On motion of Governor GRAHAM, seconded by President GRANT, and after remarks by Mr. WATSON, the Report was unanimously accepted, and ordered to be printed, as usual.

Mr. MACALESTER, from the Committee on Finance, reported as follows : —

The Finance Committee, to whom was referred, at the last meeting of the Board, the accounts of SAMUEL WETMORE, Esq., Treasurer, report that they caused an examination of said accounts to be made by one of their number, who reports that the money and assets were examined and found to be correct ; that the vouchers for payments

made were produced, and also found to be correct ; and that the accounts showed systematic ability on the part of our Treasurer and of his clerk. All which is respectfully submitted.

HAMILTON FISH.
JOHN H. CLIFFORD.
GEO. W. RIGGS.
WM. M. EVARTS.
C. MACALESTER.

NEW YORK, July 16, 1873.

On motion of Governor GRAHAM, the above report of the Finance Committee was accepted.

The Treasurer presented his Report for the year now ending, which was referred to the Finance Committee.

Ordered, That Mr. EATON, Mr. WATSON, and Mr. RIGGS be appointed to examine the vouchers of the General Agent.

Ordered, That the election of a member to fill the vacancy now existing in our number be assigned for one o'clock to-morrow.

Adjourned to twelve o'clock to-morrow.



JULY 17, 1873.

The Board met at twelve.

Present: the Chairman, and Messrs. FISH, CLIFFORD, EVARTS, GRAHAM, MACALESTER, RIGGS, WETMORE, EATON, RUSSELL, WATSON, STUART, and the General Agent.

The Chairman read a letter from Governor AIKEN, regretting his inability to be present.

On motion of Mr. EVARTS, it was

Voted, That the next Annual Meeting shall be in New York, on the second Wednesday of October, 1874, with the proviso that the Chair, on consultation with the Trustees, may arrange for the said meeting in August, 1874, at the White Sulphur Springs, Virginia.

Ordered, That the Standing Committees be continued for the next year.

The Chairman appointed Hon. Mr. STUART to fill the vacancy in the Executive Committee caused by the death of Bishop McILVAINE.

The Committee yesterday appointed to examine the vouchers of the General Agent reported that they had examined them and found them correct.

Governor CLIFFORD moved that the office of Second Vice-Chairman be filled by the election of Governor AIKEN, and it was unanimously so voted.

Mr. MACALESTER, from the Committee on Finance, to whom were referred the Report and Accounts of the Treasurer, reported that they had attended to the examination of them, and that no special action of the Board in regard to them was required.

On motion of Mr. EVARTS, it was

Voted, That the subject of the Mississippi bonds be continued in the hands of the Finance Committee, with the same powers as before.

The Board then proceeded to the choice of a member in place of Bishop McILVAINE, and Surgeon-General JOSEPH K. BARNES, of Washington, was

elected, and the Chairman was requested to notify General BARNES of his election.

On motion of Mr. EATON, the Finance Committee were requested to consider the amount of compensation or salary to be paid by the Treasurer as clerk hire, with full power to act.

On motion of Governor GRAHAM, the Board then adjourned without day.

TWELFTH MEETING OF THE TRUSTEES.

NEW YORK, Oct. 14, 1874.

THE Trustees of the PEABODY EDUCATION FUND held their Annual Meeting at the Fifth Avenue Hotel, New York, at twelve o'clock, Oct. 14, 1874.

Present: Hon. J. H. CLIFFORD; Hon. W. AIKEN; Hon. W. M. EVARTS; Hon. W. A. GRAHAM; G. W. RIGGS, Esq.; S. WETMORE, Esq.; Hon. S. WATSON; Hon. A. H. H. STUART; General R. TAYLOR; Surgeon-General J. K. BARNES; and Dr. B. SEARS, the General Agent of the Board.

Hon. W. AIKEN, second Vice-Chairman, in the Chair. In the absence of G. PEABODY RUSSELL, Esq., on motion of Governor CLIFFORD, Dr. B. SEARS was appointed Secretary *pro tem*.

The Secretary presented and read the following letter from the Chairman, Hon. ROBERT C. WINTHROP:—

BERNE, SWITZERLAND, 1 September, 1874.

MY DEAR DR. SEARS,—It is with sincere reluctance that I have at last relinquished the expectation of being present at the next Annual Meeting of the Peabody Trustees. Having come abroad, however, wholly for the health of others, I am not at liberty to yield to inclinations and impulses of my own, which would have certainly carried me home in October.

Be good enough to make my apologies to our associates, and to assure them of my great regret at finding myself unable to meet with them next month, and to participate in the important deliberations and duties which will again devolve upon the Board.

Be good enough, also, to remind them that I did not overlook the discretionary power which was given to me, as Chairman, in regard to holding our Annual Meeting at the White Sulphur Springs in Virginia. But after corresponding with a large number of the Trustees individually, I found a general concurrence in the opinion, that it was inexpedient to change the time and place which had been provisionally fixed at the last Annual Meeting.

You will further oblige me by bringing formally to the attention of the Board the Volume of our Proceedings, which was prepared by their order, and of which a copy for examination and correction was transmitted to each one of the Trustees some months ago.

In the preface to that Volume, I have sufficiently recalled the purposes for which it was ordered, and the views with which it was prepared. I hope that this preface may be read at our Meeting, and may be considered as a part of this letter.

It will now be for the Board to decide on the number of copies to be printed at once, and on the mode of distributing them among the Public Libraries of the country. As the volume is stereotyped, it will be in our power to order additional copies, as they may be wanted, from year to year ; and I should think that fifteen hundred, or even a thousand, would be quite enough to begin with. The Proceedings of the Annual Meeting of the present year may well be included in the volume, under your own supervision, before it is finally made up.

I cannot forget that a vacancy has been created in our Board since we last met, by the death of our esteemed and respected associate, Charles Macalester, Esq. He was, as you know, an old and valued friend of Mr. Peabody, and was included by him in the original nomination of his Trustees. And, certainly, no one of us all has been more diligent and devoted in the discharge of the duties thus devolved upon him.

His long practical experience in business affairs commended him at once to Mr. Peabody, and to ourselves, as a member of our Finance Committee; and in that capacity he has rendered invaluable service to the work which has been intrusted to us.

We have all confided in him, as a man of sound judgment, of scrupulous integrity, of exemplary life, and of Christian principle. We have all been warmly attached to him, as an associate and friend, whose companionship and counsel were ever welcome at our Meetings.

Born in Philadelphia, on the 17th of February, 1798, and dying in the same city on the 9th of December last, he had almost completed his seventy-sixth year. But it was only at our very last meeting that the vigor of his frame and the cheerfulness of his spirit seemed in any degree impaired. We parted from him then, and he from us, with little expectation, on either side, of his living to be with us again.

His faithful services, I need hardly suggest, deserve an honorable mention in our records, and I would gladly have paid a more adequate tribute to his memory.

The composition of our Board is gradually undergoing serious changes. The names of Rives, Farragut, Bradford, McIlvaine, and Macalester, have already disappeared from our little original roll. But I rejoice to remember

that the policy which we adopted during the lifetime, and in the immediate presence of our illustrious Founder, is unchanged ; and I heartily hope that under your faithful supervision it will be pursued systematically and successfully to the end.

Once more begging you to remember me cordially and affectionately to our associates, I remain,

Dear Dr. Sears,

With the warmest regard and respect,

Sincerely yours,

ROB'T C. WINTHROP.

The REV. BARNAS SEARS, D.D.,

General Agent of the Peabody Education Fund.

P. S. Before closing this letter, I have learned with sincere sorrow that our friend Mr. Eaton died suddenly in Edinburgh, more than a month ago, and that a second vacancy has thus been created in our Board. We can hardly be surprised that one so feeble and suffering, as he has been for several years past, has at length been released to his rest. He has made heroic efforts to come to our Annual Meetings more than once, while in a condition of physical prostration which gave us warning that the end could not be far off. But we all remember the zeal and energy with which he originally entered on our work, and the valuable assistance which he rendered us during the earlier years of our organization. Meantime, his great amiability and excellence have endeared him personally and warmly to us all. We shall all, I am sure, cherish his memory, as a friend and associate, with respect and affection ; and others will pay him the tribute which he has so well deserved, and for which I have no opportunity.

The following Prefatory Note of the Volume of Proceedings was read as a part of this communication : —

The Proceedings of the Trustees have been printed from year to year, and have been more or less widely circulated throughout the country. There was, however, a want of uniformity in the earlier pamphlets, while the number of copies printed was insufficient for the demand which has since arisen.

It has been felt that a great Trust of this sort should have a public and permanent record. It is due to the memory of its illustrious Founder, no less than to those who have been, or may be, entrusted with the administration of so large and signal an endowment, that the fullest information on the subject should be within the ready reach of all who are interested in it.

With this view, the present volume has been stereotyped ; and it is intended that all the succeeding Reports and Proceedings shall be stereotyped to conform to it, so that a complete series may never be wanting to the Public Libraries of the country.

The Massachusetts Historical Society have kindly allowed the use of their engraved portrait of Mr. PEABODY for the illustration of the volume ; and this, with his own original Letters of Trust, and with the Eulogy delivered at his funeral, — inserted in the order of their date, — will serve to perpetuate his memory in connection with his greatest and noblest American Gift.

The Resolution ordering the Thanks of Congress and a Gold Medal to be presented to Mr. PEABODY, in the name of the People of the United States, will be found on the following page. (See p. vi.)

BOSTON, 18 February, 1874.

Mr. SAMUEL WETMORE, Treasurer, presented his annual account, with a Report containing a detailed statement of the securities in which the Fund is invested.

Governor GRAHAM offered the following Resolution:—

Resolved, That the statement of the securities for investment of the funds of this Board made by the Treasurer at this meeting be copied in the minutes of this present session.

Whereupon, on motion of Mr. EVARTS, the whole subject, with the Treasurer's account, was referred to the Finance Committee.

Mr. EVARTS moved that a Committee of three be appointed by the Chair to prepare a proper minute to be entered upon the Records of the Board, in reference to the death of Mr. CHARLES MACALESTER and of Mr. GEORGE N. EATON.

The Resolution was adopted; and Messrs. EVARTS, GRAHAM, and CLIFFORD were appointed.

Voted, That a recess be taken until eight o'clock P.M.

After the recess, the Board resumed its session at eight o'clock P.M. Present: the same members, with the addition of Hon. HAMILTON FISH, first Vice-Chairman, who took the Chair.

Mr. RIGGS, on behalf of the Finance Committee, reported that the Committee has examined the accounts of the Treasurer for the period since the last audit and approval of the same in 1872, and

found the same to be correct and correctly vouched, — showing a balance in the Treasurer's hands, in cash, on the 30th of June, 1874, of \$711.82.

Whereupon, on motion of Governor CLIFFORD, it was

Voted, That the Report be accepted and approved.

The Treasurer reported that he had received an offer for \$10,000 to \$20,000 of the Louisiana Planters' Bank Bonds, to which he had replied that he had no authority to dispose of them at less than their par value.

On motion of Governor GRAHAM, it was

Ordered, That the Committee of Finance be authorized to dispose of the bonds and coupons of "Consolidated Association of Planters of Louisiana," at such times and on such terms as shall be satisfactory to them, and to invest the proceeds as shall seem to them expedient.

Dr. SEARS, the General Agent, presented and read his Annual Report.

EIGHTH REPORT OF THE GENERAL AGENT.

To the Trustees of the Peabody Education Fund:

GENTLEMEN, — The period of fifteen months which has elapsed since our last meeting has been one of signal success in some of the more northerly States ; while in those farther South no ground has been lost, except in two or three, which have suffered not a little from political disorders and popular violence. The public mind in nearly all these States is more and more imbued with the doctrine

of free schools ; and nothing in the future is more certain than the acceptance of that principle by the people at large, if they are left free to act without unwelcome influences from abroad. Seven years' personal intercourse with all classes of men in the South, and an opportunity which few have enjoyed of knowing the opinions and feelings of the people in regard to schools, have led to the conviction, clear, strong, and unwavering, that any authoritative interference with the schools of these States would be disastrous to the dearest interests of education, and would be by far the most unfortunate for that class of citizens in whose behalf such measures have been proposed. Foreseeing the dangers which threatened the destruction of the State systems of free schools in the South, in all of which provision is made for the education of one race as much as the other, and standing, in some sense, as the guardian of the interests committed to your care, I could not remain a passive spectator, while men in power were unwittingly, as we are bound to believe, urging on a measure which, if carried out, would undo nearly all that you have done at the expenditure of so much treasure and assiduous labor. On the contrary, I felt constrained to go twice before committees and leading members of Congress, and utter a voice of earnest warning against a futile attempt to enforce "mixed schools," and to show, as best I might, what would be the necessary operation of such a law,—a law that would prove a nullity if not followed by another requiring each State to maintain public schools of a given character, and still another requiring the attendance of white children. The views there presented have since been published by request in the "Atlantic Monthly," Boston, and are in substance as follows :—

Within a period of about seven years, a new system of free schools has sprung up in every one of the Southern

States. The history of this grand movement is both interesting and instructive. At first only one political party adopted public schools as a part of its platform. In a short time, the other party did the same ; and thus the subject of education was taken out of the sphere of politics. At present, it makes no material difference in this respect what party has the control of a State : public schools are secure in either case. There was in the beginning quite generally, and there is now to a considerable extent, a natural prejudice against so great an innovation upon the traditions and usages of a whole people. But the obvious necessity of educating in some way all those who enjoy the right of suffrage, and the vast superiority of public over private schools, and other similar considerations of utility, have already done much in the way of modifying these hereditary opinions.

The greatest obstacle now to be overcome in maintaining free schools is the deep-seated aversion to taxation prevalent among the people. They have been educated to look with jealousy upon all improvements made at their expense for the public good. The domain of individual rights has been made as wide, and that of public interest as narrow, as possible. Taxes for promoting the general good, which are borne cheerfully in some parts of the country, would be regarded as oppressive here. In addition to this, the people of the South are in an extremely impoverished condition, with a crushing weight of State debts hanging over them ; and the very idea of an increase of taxes is almost enough to drive them to madness. Now it is very well known by men of intelligence that the present rate of expenditure is not sufficient to carry out the design of the school law ; that the system of instruction is to grow from year to year, and with it the funds for their support.

Notwithstanding all these hindrances and embarrassments, the advocates and friends of free schools have been able to make progress. They have been steadily gaining ground every year. In their arduous work they have been aided somewhat in various ways from abroad. That the Trustees of the Peabody Education Fund have had a share in this noble enterprise, and have done their part in effecting a favorable change in the public sentiment, is generally acknowledged. With the support of the cities and of the press at their command, added to that of the State Teachers' Associations, which has always been given them, the Trustees believed they could go before State legislatures, and ask for the establishment and support of a system of public schools with reasonable hopes of success. Nor were they disappointed in their expectations.

To those who have seen what were called the "Old-field Schools," which were any thing but what schools should be, there can scarcely be a more pleasing spectacle than the admirable school organizations and splendid houses which have sprung up, as if by magic, in the large cities of the South.

While we contemplate with great satisfaction these encouraging facts, we must not forget that only a beginning has been made in the great work to be performed. In some of the States, Virginia, West Virginia, and Tennessee, for example, considerable progress has been made. In others, especially in Georgia and Texas, little has been actually accomplished beyond the passage of a School Law, and a preparation for carrying it into execution. In Georgia, however, the large cities have maintained good schools without much aid from the State. The other States hold, with various degrees of success, an intermediate place between the two classes just named. In the rural districts, even of those most advanced, what has been done is little, compared with what remains to be done.

To form a correct general estimate of the state of education in the South, it will be necessary to keep steadily in view the fact that while popular sentiment is, on the whole, favorable to public schools, the preponderance is so slight that it would require but a little change to turn the scale. Only about one-third of the population are decidedly friendly to free schools ; about one-third are, at heart, as decidedly opposed to them ; the remaining third are indifferent or passive, and will be influenced and governed by the dominant party. The first class are now in the ascendancy. They owe their success not so much to their numbers as to their enterprising character. They are the more hopeful, energetic, and progressive portion of the community. The consciousness that they have the civilized world with its philosophy and literature on their side increases their natural courage, and enables them to inspire hope in others.

The second class is made up of those who agree only in this : that they look with pride upon the past, with disdain upon the present, and with distrust into the future. The influence of these men of various types is not to be despised. United by some common bond of sympathy, stung by wounded pride, and aroused to a high pitch of excitement by an appeal to their prejudices and passions, they would constitute a formidable party. They only wait for an opportunity to combine their strength. They would not, indeed, undertake to resist the federal government ; but they would find it quite practicable to get possession of the State government, and that is all they would need to crush out the school system. Such undoubtedly would be the immediate result in at least half the States ; and in the others nothing would remain but a sickly system struggling for existence. Without warm public sympathy, and the cordial encouragement and support of the community,

there can be no good system of public schools. Some of the Gulf States furnish a sad illustration of this truth.

The character of the third class mentioned above is just what would be desired for such an occasion. Accustomed to follow rather than to lead, they could easily be made to swell the ranks of opposition to an alarming extent. The result of a popular uprising under such circumstances is easily foreseen. At no time since the war has the party of progress been in so critical a condition as it has been since the agitation of the question of "mixed schools" in Congress. Even the shadow of coming events has had a disastrous influence. In one or two States, contracts with mechanics for school-houses, and with teachers for opening schools, were immediately suspended; and the highest and best school officers of the State, seeing that their fondest expectations were likely to be blasted, were looking around for other more hopeful spheres of labor. Already an amount of mischief has been done which it will take years to repair. Confidence has been shaken; and men who stood firm before have become despondent, and are retiring from the field.

Upon no part of the community would the threatened calamity fall so heavily as upon the colored people. Others can without any personal sacrifice return to the old system of private schools. Having none but their own children to provide for, they would be relieved of the great expense of maintaining schools for the blacks. These, on the other hand, would in most places be left completely destitute of schools. Southern charity will be dried up, if the negro is made the instrument of breaking up the existing systems of public instruction. Northern contributions have nearly ceased long ago. Religious societies which have founded theological schools will have enough to do to educate ministers, without undertaking to educate the

immense body of the colored people. The latter have neither the funds nor the intelligence necessary to carry on the work successfully. Nothing but public schools, maintained, organized, and controlled by the State, can meet their wants.

Let us look at this question in the light of their interest simply. What advantages of education have they now in fact or in law? The same that the white people have. If there is, in certain localities, any difference, it is purely accidental and temporary; and is quite as often to the prejudice of the white children as of the colored. The laws in all the States require the same provision to be made for both. Nor can any distinction be safely made in administering them. The colored people are of sufficient importance in every State to make it unsafe for men in authority to abuse their power. From the very nature of the case, the State governments must, in the end, adopt and carry out the same rule for both races. This grand provision for the education of the whole colored population, chiefly at the expense of others, is secure as long as the present school systems shall be preserved. But let them be disturbed by any unhappy excitement, and the disaffected will seize upon the opportunity to abolish the public schools and to return to their favorite plan of private schools, each man paying what he pleases for the education of his children. The colored children will, of course, be left to grow up as ignorant as the brutes. We will not speak of the political bearings of the subject, except to say that any measure, no matter how plausible in theory, which shall in fact take the light of knowledge from the negroes of the South, will come with an ill grace from those who have given them the boon of liberty.

The most remarkable feature in the agitation of this question of "mixed schools" is the total difference of prin-

ciple between many of the white and of the colored advocates of the measure. With the one, the coeducation of the two races is fundamental; with the other, equal means of education is the only important point. If the right to the former is necessary to secure the latter, it is desired by the colored people as a means, but has no particular value as an end. It was precisely on this ground that a large petition was got up in a Southern city and sent to Congress. The writer of this article attended a meeting of colored citizens at that place, on the occasion of the dedication of a magnificent school-house erected for their use. In a free conversation with their leaders, he asked them what was the precise object of that petition. "Do you wish to send your children to the schools of the white people?" They replied, "No." "What then," he continued, "is your object?" "To have the right to send to those schools, and to use that right as the means of exacting as good schools for ourselves," was the reply. "But what if the public schools should, by such a procedure, be broken up: what then would be the value of this right?" They answered the question by saying: "We had not thought of that. It was probably a mistake; but we followed the advice of our member of Congress, who said to us, 'That is the way to get equal schools.'" This same member of Congress afterwards admitted his mistake, and said that he would vote against mixed schools, and would induce his many friends to do the same. A colored member from South Carolina said to the writer about the same time: "All we desire is to have equality in the schools. We do not wish to enter the white schools. We have now by our State laws the right to do so, but do not choose to exercise it." Other colored members made statements to the same effect. When some Northern Congressmen, who favored the mixture of the races in schools, were told of

this, they were both surprised and disgusted : one of them saying that, if this were so, he would drop from the Civil Rights Bill the clause relating to schools ; and another declaring that he would not, under any circumstances.

These negro petitions are of doubtful paternity, and by no means represent the sentiments of the great body of the thinking and sober-minded colored people of the South. On some public occasion a crowd of people are told that they can have their choice between colored and white schools ; but they are not told that in attempting to secure this right they will hazard all the means of education which they now enjoy, and will probably have neither a choice of schools, nor any schools at all. Wherever they have had their attention directed to this point, they have regretted having taken any action on the subject, and would recall it if they could. They see the danger the moment it is named. Others, more discreet, have seen it from the beginning, and have refused to sign petitions, well knowing that all they desire can be best secured under the present State laws.

IN VIRGINIA

There is, apart from the discouraging effect of mooted this question of "mixed schools," a stronger sentiment in favor of universal education than ever existed before. Enlightened views have been disseminated among the people by public men, prejudices have been eradicated, and formidable obstacles have been in great measure removed. There was, indeed, a sharp contest at a preliminary meeting of the General Assembly on the question of continuing energetic measures for promoting education under the same auspices as heretofore ; but, after a very protracted and earnest discussion, a unanimous decision was reached not to recede a step from the established policy, but rather to advance.

The schools, of course, need more money for their adequate support. But no want is more sensibly felt by the Public School officers than that of a sufficient number of competent teachers. Much is already gained when the people are so far enlightened as to appreciate and demand well qualified persons to instruct their children. When it is perceived that the Public Schools ought not only to be multiplied, but improved in their character, and that they cannot rise above the level of their teachers, the way is prepared to add to the existing State system the feature of Normal Schools, which indeed are first in the order of nature, though last in the conceptions of the people. In further legislation, the next step taken by the State of Virginia should undoubtedly be in this direction ; and it may be a question whether, as time passes on, and schools are multiplied, a larger share of the Peabody Fund may not be wisely given as an encouragement to the States to establish schools for the education and training of teachers.

In a letter dated Sept. 29, 1874, the State Superintendent writes as follows : " Our reports are incomplete, and such as have arrived have not been digested. But I think that the exhibit will be decidedly more favorable than that of the preceding year, both as to number of pupils, careful administration, and successful educational work."

Inasmuch as the city of Richmond will hereafter support its own schools, without any aid from the Peabody Fund, it will be as appropriate as it is gratifying to observe how brilliantly it has entered upon its new career. Up to September, 1869, it had no Public Schools. For the year 1869-70 it appropriated \$15,000, and 52 schools were opened, with an enrolment of 2,400 scholars. The next year it appropriated \$42,625 for current expenses, and \$100,000 for school buildings. The schools were increased to 73, and the pupils to 3,300. The third year the amount

paid for schools was \$53,402, and for school-houses \$61,562; and the number of pupils was 4,663. The fourth year, \$55,000 were paid for current expenses, and \$58,500 for houses; and the number of pupils was 5,304. The fifth year, ending July, 1874, the amount paid for current expenses is \$61,617; for houses and furniture, \$19,271; and the number of pupils is 4,955. The value of the school buildings now owned by the city is \$222,000.

The following amounts have been distributed to the schools of this State during the year:—

Richmond	\$2,000	Floyd C. H.	\$450
Petersburg	2,000	Butler School	400
Lynchburg	2,000	Berryville	300
Norfolk	2,000	Farmville (colored)	300
Alexandria	2,000	New Hope	300
Staunton	1,800	Bridgewater	300
Winchester	1,500	McGaheysville	300
Portsmouth	1,500	Churchville	300
Manchester	1,300	Blacksburg	300
Warrenton	1,250	Hansonville	300
Teachers' Institutes	1,125	Liberty	300
Wytheville	1,000	Sharon	300
Danville	900	Honakersville	300
Charlottesville	900	Newtown	300
Harrisonburg	800	Culpeper	300
Lexington	800	Leesburg	300
Hampton Normal School	800	Matoaca	300
Richmond Normal School	800	Waynesboro'	300
Salem	750	Edinburg	300
Fincastle	600	Calliopean School	300
Fredericksburg	600	Independence	300
Midlothian	600	Manassas	300
Lincoln School	500	Mt. Airy	300
Hollins Institute	500	Chingoteage	300
Bristol	450	Liberty (colored)	300
Love's Mill	450	Shiloh	200
Chatham Hill	450	Journal of Education	200
Tazewell C. H.	450		
Christiansburg	450		
			<hr/>
			\$38,425

NORTH CAROLINA.

The expectations entertained a year ago, and intimated in my last Report, that the School Laws of this State would soon undergo a change for the better, have not yet been realized. Meanwhile the system of public instruction, such as it is, has been carried out as far as was practicable in the circumstances. I have permission to present the following statement of the Superintendent of Schools, written Aug. 20, 1874:—

“The County Treasurers of forty-six counties in the State report that they received during the school year, ending June 30, 1874, \$262,758.25, and paid out \$155,289.31 for Public Schools; and that 1,427 Public Schools for white children, and 591 for colored children, were maintained in those counties from two to four months of the year, in which 57,414 white children and 28,497 colored children were instructed. There are forty-seven counties in the State which have not yet been heard from. It is probable that the entire School Fund in the hands of County Treasurers in the State during the year was something more than \$500,000, and that about \$300,000 were paid for Public Schools; that about 2,800 Public Schools for white children, and 1,200 for colored children, were taught, in which 110,000 (out of 233,751) white children and 56,000 (out of 114,852) colored children were instructed. The average length of the school terms was probably from ten to twelve weeks.

“In some localities there has been an improvement in the teachers and in the scholars, attributable in a great degree to the administration of the Peabody Education Fund, and consequently an increased interest in public education. The law, however, is defective in not providing for the education and training of teachers, and for efficient county

and district supervision, and in not authorizing local taxation for school purposes. If these defects could be remedied by proper legislation, the school system would become effective. The people are not deficient in energy or public spirit, or in a due appreciation of popular education. Our great want is *statesmen* in our legislative halls, — laws that will permit the people to establish and maintain Public Schools for the education of their children.

“The want of active county supervision has been very greatly felt in administering the Peabody Education Fund. I think, however, that very little, if any, imposition has been practised. I think the administration of the Peabody Fund tends to educate the people to a higher estimate of public education by furnishing examples of well-regulated Public Schools at eligible points throughout the State.”

Schools in this State have been aided as follows :—

Wilmington	\$2,000	Hayesville	\$300
Newbern	1,000	Dysartville	300
Charlotte	1,050	Hice Hill	300
Franklin	450	Beaufort	300
Fayetteville (colored). . .	450	Washington	300
South Hominy	450	Morgan Hill	300
Midshoal	300	Marshall	300
Flat Creek	300	Pigeon Valley	300
Table Rock	300	Buffalo	300
Dick's Creek	300	Montanis Institute . . .	300
Clear Creek	300	Bethlehem	300
Enon	300	Beaufort (colored) . . .	300
Warrenton	300	Smyrna	200
Thomasville	300	Teachers' Institute . . .	100
Ashville	300		
Tarboro' (colored).	300		
			<hr/>
			\$12,300

SOUTH CAROLINA.

Except in the city of Charleston, scarcely any schools in the State are kept throughout the year. They are, moreover, so poorly supported and badly managed that no aid

we can give will make them attractive to intelligent families.

According to the Report of the State Superintendent, made Nov. 1, 1873, the school population between the ages of six and sixteen years is 230,102, of which more than three-fifths are colored. The number of children in the Public Schools five months in the year is 83,753, being less than two-fifths of all the children of the State. The State appropriation for schools is \$300,000, besides the poll tax and district taxes amounting to \$149,968. Of this appropriation, \$29,714 remain unpaid. Of the appropriation for the year 1872, no less than \$209,185 remain unpaid; and of that for 1871, \$75,000, — making the whole deficiency \$313,899.

Upon "the unsatisfactory condition of the school finances, and upon the ignorance, incompetence, and inexcusable neglect of duty on the part of many of the school officers," the Superintendent remarks: "If the future management of our State school appropriations is to be no improvement on that of the past, it would be wise to abandon the plan altogether, and impose upon the people of each county or school district the duty of providing the means for the maintenance of the Public Schools." "A majority of the School Trustees manifest little or no interest in the important and responsible duties to which they have been appointed. On the contrary, their efforts seem to be directed to the devising of plans 'how not to do it.'"

Under these circumstances, nothing has been done for South Carolina, except to contribute \$200 for a school in Spartanburg.

GEORGIA.

While the cities of this State show much public spirit in organizing and maintaining Free Schools, the State itself

is somewhat feeble and faltering in its action. Whether it distrusts the principle incorporated in its laws, of educating the people at the public expense, or is indifferent to the intellectual condition of the lower classes, the effect is the same,—a deplorable state of popular ignorance. The number of children between the ages of six and eighteen years is, according to the last Report of the School Commissioner, 349,164 (now ascertained to be 402,500). The number attending the Public Schools three months in the year is 76,157, including 17,658 colored pupils ; the number attending Private Schools, 23,597, of whom 1,234 are colored, making the whole attendance in both classes of schools 99,754. and leaving 249,410 who attend no school. The public money distributed last year was \$250,000 (for this year it will be \$265,000), about seventy cents to each child. Thirty-five per cent of the population over ten years of age are unable to read. On this subject the Commissioner remarks : “ What shall we do to provide for the want which these figures reveal ? I know of but three courses which might be pursued : viz., first, to stand still and do nothing ; second, to adopt something like our old poor school system ; or, third, to seek to put into operation an efficient system of Public School instruction. Those who advocate the first alternative contend that education, like all other business enterprises, should be left to the exclusive control and management of those interested. But it is painfully evident in every ignorant community that, in respect to education, the rule is, the less the supply the less the demand. I am well convinced that it is true statesmanship in every State to take in hand and direct her educational interests. Capacity to know the right, and a purpose to do it, are two essential elements of character in the good citizen ; and a dominant body of such citizens can alone insure the safety and perpetuity of republican institutions.”

“With regard to those who favor the return to the poor school system, the weighty fact that we have tried the policy which they advocate for many long years, with the most unsatisfactory results, is against them. It will be remembered, too, that during that long period of trial we were seeking to provide for the educational wants of the indigent white population only, and that the number of that class was very much smaller than at present. I beg leave further to call attention to what is comprehended in the return to the poor school policy in the altered condition of society. Under the Constitution of this State and that of the United States, we cannot make any distinction between the races, even if we thought it wise to do so. We are compelled to make such provision as we may be able for all the destitute, or to leave all in hopeless ignorance. Under the poor school system, therefore, the property holders would be compelled, after paying out of their own private purses for the education of their own children, to respond in the way of taxation in amount sufficient to provide education for the children of the indigent of both races. If the old system failed when the burden to be carried was so light, what can we hope for when that burden is so much increased in weight? If the burden can be made lighter under the Public School system, as we hope to be able to show in the proper place, we can see nothing to prompt the desire to return to the poor school system, except it be the hope of evading the burden by voting meagre supplies, under a show of accomplishing something, but with the reality of doing nothing to purpose.

“It remains only for me to consider the alternative of establishing an efficient system of Public Schools. As has already been remarked, the Public School policy is the only one possible to us at present, as the question has been settled by the fundamental law of the State. Earnest re-

flection and fuller information have convinced me, too, in opposition to preconceived opinions and the influence of life-long associations, that it has been wisely settled ; inasmuch as the Public School system has many advantages over any other policy hitherto adopted. It has all the advantages of organization, system, supervision, and the placing of all the youth that enter the schools upon a common level of equality, — advantages which all the wisdom of former legislators has never enabled them to embody in any poor school system hitherto devised."

The Superintendent, under date of Sept. 11, 1874, adds to the above: "The public fund is not sufficient to pay the expenses of a three months' school ; and, in order to protract them for three months, it must be supplemented by subscription. This has been done very generally, and we shall have Free Schools for three months in most of the counties of the State. What we most need, and must have, is the power of local taxation in the counties. Till this is obtained, we cannot make our Public School work successful. But for the pendency of the Civil Rights Bill before Congress, I have had hopes of obtaining the needed legislation next winter. This agitation has had the effect of checking the growth of a favorable public opinion. The Public School system has been gaining friends rapidly. The passage and attempted enforcement of the Civil Rights Bill will be the death of the system."

"The aid which you have given from the Peabody Fund, in the past, to the schools in the cities of Savannah, Atlanta, Macon, Augusta, Columbus, and Griffin, has not only been of incalculable benefit to the localities immediately interested, but, by strengthening and rendering more efficient these local organizations, it has had the effect of directing the public mind, in many other portions of the State, to the advantages of Public Schools ; while the

smaller contributions made in different places to less densely populated communities has had the same effect, as I am informed, on a proportionally smaller scale."

The aid given to the schools of Georgia was distributed in the following manner:—

Atlanta	\$2,000	Morganton	\$300
Macon	2,000	Grove Level	300
Brunswick	1,000	Monroe	300
Savannah	800	Cartecay	300
Normal School (colored)	800	Liberty Co.	300
Columbus	600	874th Military District	300
Dahlonega	450	Laurel Hill Academy	300
556th Military District	300		
Dalton	300		
			<hr/>
			\$10,350

FLORIDA.

The State Superintendent, in his Report for the year ending Sept. 30, 1873, says:—

"Our school system is good, and capable of indefinite expansion: it mainly requires time and opportunity to bring its work to a high state of perfection. I do no violence to the feelings of any, when I state that the more intelligent classes in this State have never had the opportunity to become acquainted with the beneficent results of a well-sustained, first-class system of Common Schools; and there is a lack of that intense personal interest in the subject of Common Schools, which is the strength and beauty of every highly cultivated community.

"Our most urgent want at present is first-class Primary Schools, such as will fit the pupil to enter the High School for a business education, after the elementary instruction is finished. We need a wide diffusion of elementary learning, in its most practical form; and the higher institutions of learning will come in due time.

"The aid bestowed by the Peabody Fund is of great

value, as it enables the Boards to sustain for about ten months a class of schools that are models of what good schools ought to be."

There are 74,828 children in the State between four and twenty-one years of age. Of these, 18,000, or about one-fourth, attend the Public Schools four months in the year, "while the remaining three-fourths are without school privileges." "There are 71,000 persons (out of about 200,000) who can neither read nor write ; and of this number about 19,000 are white and 52,000 are colored."

The State distributes \$89,000 a year for its Public Schools. Add to this \$18,000 from private contributions and from the Peabody Fund, and we have \$107,800, or about \$1.50 for every child. The contributions from your Fund were: to

Jacksonville	\$1,400	Archer	\$300
Key West	1,300	Lake City	300
St. Augustine	1,200	Newmansville	300
Tallahassee	1,000	Oakland	300
Gainesville	900	Liberty Hill	300
Pensacola	600	Ocala	300
Madison	600	East Side	200
Quincy	600		
Monticello	600		
			<hr/>
			\$10,200

ALABAMA.

Of this State little is to be reported, except its partial recovery from the inactivity of the preceding year. The Superintendent, in a letter dated Aug. 12, 1874, writes as follows: "The school year closes on the 30th of September, when the Annual Reports of the County Superintendents are rendered. During the school year 1873, the Public Schools, except in cities and large towns, were closed by act of the Board of Education, on account of the depleted condition of the State Treasury ; but this year

the financial embarrassment has been greatly relieved by the retention of the School Funds in the hands of the County Treasurers. I am gratified to report the general operation and prosperity of the Free Schools the present year, but regret my inability to furnish the details at this time."

The following list embraces the schools receiving aid from the Peabody Fund:—

Montgomery	\$2,000	Birmingham	\$1,000
Mobile	2,000	Greensboro'	1,000
Selma	1,500	Union Springs	300
Huntsville	1,000	Columbia	200
Opelika	1,000		
			<u>\$10,000</u>

MISSISSIPPI.

To a request for more recent information in regard to the Public Schools of this State, the Superintendent of Education replied, Sept. 12, 1874:—

"During the last school year educational matters have met with unexpected success. That portion of our people who have not been acquainted with Public Schools, and who have never seen the beneficent results of the system, and who have hitherto opposed the cause of Public Education, are now ready to co-operate with us, and the number that refuses to give us their aid is rapidly diminishing. Our steady aim has been to make the Public Schools superior to the Private Schools, and to supplant them. This has been done in several of our larger towns and cities. In Vicksburg there are not more than one or two Private Schools, very poorly attended. But the Public Schools are well attended.

"In this city [Jackson] there have been several Private Schools; but this year nearly all of them will be abolished.

The citizens have become interested in the Public Schools, and the teachers of the Private Schools are to be employed in them. The prospects for the present year are very bright, and the number of children that will attend will be doubled.

"In Columbus the Public Schools have supplanted the Private Schools, and have met with general favor. The same is the case in Natchez, Meridian, and other cities in the State.

"There are in this State about 300,000 children between the ages of five and twenty-one, but there are not over 100,000 in attendance upon the Public Schools. With proper management and the prompt payment of taxes, a larger number of children could be gathered in our schools, and the ignorance which prevails would soon be wiped out.

"The Constitution of the State requires a school to be kept open for at least four months during the school year in every district, where an average attendance of twenty-five children can be obtained. But in several counties the schools are continued for six, seven, and eight months. In all the cities and large towns they are continued for nine and ten months.

"Could the school money from all sources be collected in United States currency, our schools would be amply supported. But the law only requires the State tax to be paid in said currency, and the remainder to be paid in depreciated State and county warrants. The aggregate amount collected from all sources, which can be readily used in paying teachers' salaries, building school-houses, and defraying contingent expenses, is about \$1,000,000. And with about 3,000 teachers employed, at an average salary of \$50 per month, with an average term of six months, \$900,000 will be consumed, leaving only \$100,000 for all other purposes.

"Fortunately, however, we have received from the Peabody Fund a most timely aid, which enabled us to continue many schools in the most important sections of our State for the full period of nine months. The great good which has been accomplished through the aid given us from this Fund cannot be estimated. We sincerely hope, however, — and are earnestly working to this end, — that in a few years we shall be able to meet all our current school expenses, and that the generous aid so kindly given us can be transferred to localities more needful than ours."

SCHOOLS AIDED.

Jackson	\$1,800
Summit	1,000
Hazlehurst	1,000
Kosciusko	600
	<hr/>
	\$4,400

LOUISIANA.

The control of the Public Schools of this State seems to be not unlike that of the other departments of the government. The white population are said to take little part in them beyond paying their taxes. In New Orleans the Catholic schools are crowded with applicants from Protestant families, and Private Schools of all classes are greatly multiplied. In the country parishes few white children are attending any school.

SCHOOLS AIDED BY THE PEABODY FUND.

Minden	\$400
Montgomery	400
Amite City	600
Jackson Normal School	250
New Orleans Normal Seminary	1,600
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	\$3,250

TEXAS

Has made great changes in its School Laws within the last two years. In May, 1873, the system of Free Schools, established in 1870, and organized in 1871, was abolished, and a new very defective one was passed. May 2, 1874, the law was amended in several particulars, in one of which the Superintendent was "empowered to issue instructions and regulations, binding for observance on all officers and teachers, in all cases where the provisions of the School Law may require interpretation, in order to carry out the designs expressed therein; also in cases that may arise in which the law has made no provision, and also where necessity requires some rule in order that there may be no hardships to individuals, and no delays or inconvenience in the management of school affairs."

In a Circular published August, 1874, the Superintendent, in his introductory remarks, says :—

"The following instructions are issued for the guidance of those connected with the Public Free Schools; and all instructions heretofore issued in conflict herewith are hereby annulled."

"The School Law is defective in many particulars; and unless school officers are advised in advance of the troubles that they will find in its administration, and unless they follow such suggestions as are advisory, and strictly obey such as are peremptory, they cannot fail to meet difficulties that will dishearten them, and weaken their confidence in the system."

Time only will show whether vigorous measures will be taken to supply the great educational wants of the State.

ARKANSAS,

Without formally abolishing its system of public instruction, seems inclined to reduce it to its minimum of efficiency. That experiment tried in one of the other States had the effect to produce a salutary reaction, ending in a system far more perfect than it ever had before. The same result may safely be anticipated in this case. The abuse of power for party purposes is often its own best remedy. The people, though slow to learn their true interests, are sure to follow them when once clearly perceived.

What had been accomplished up to the beginning of the school year 1873-74 may be learned from a public address of the late Superintendent, in which he says :—

“It is now about four years since this association was organized in this city. Our Free School system was then in the very morning of its existence, and a vast field needing culture lay before you. A large amount of self-sacrificing labor had to be performed by those engaged in the work of education, in order that the Free School enterprise might be a success. How well and how faithfully the work has been accomplished, let the school statistics during the past four years bear witness. At the end of the first two years, more than 2,500 school-houses had been occupied, and more than 2,000 teachers were employed in the schools, and about 108,000 children had been brought under instruction throughout the State. Since that time, owing to unwise legislation and other circumstances not necessary here to mention, the progress has not been so rapid, though in many portions of the State a steady improvement has been observed. In carrying forward this great work, you teachers, as a class, have had much to en-

ture. You have had to organize schools out of new material ; have had to discipline raw recruits, in rude buildings, poorly supplied with school furniture, and often in neighborhoods where board and suitable lodgings were difficult to obtain. This was especially the case with respect to lady teachers. And last, though not least, as many of you can doubtless testify, you have been very inadequately paid for your services. As the difficulties and privations consequent upon the depreciation of "continental" money was long and vividly recollected by our early forefathers, so I doubt whether those engaged in teaching in Arkansas during the past three or four years will soon forget the trials, embarrassments, and terrible straits to which they have been subject, on account of the almost worthless paper in which they have been paid for their services."

Of the present condition and prospects of the Public Schools, the new Superintendent, in a letter dated Aug. 15, 1874, speaks thus :—

"So far as concerns the schools that have been aided by the Peabody Fund, I can embody my entire stock of information in the general remark that the assistance of the Fund enabled them to make out a school year of the usual length, which could not otherwise have been the case. Our school system in this State is in the worst possible condition, and it is indeed wonderful that it survives the many shocks it has received during the last year. As you are aware, the State distributable fund consisted entirely of State scrip, which during the past year has depreciated to as low as twenty-five per cent, and the only currency revenue enjoyed by the schools was the proceeds of the district tax. The distributable fund derived from the tax of 1872 amounted to \$210,000, of which \$155,000 was the proceeds of the State two-mill, and \$55,000 the proceeds of the per capita, tax,—all State scrip. I apportioned the

\$210,000 in accordance with law; but the Auditor of State declined to draw his warrant for this requisition, in consequence of a section of the revenue law of 1873 forbidding him to do so, but honored my requisition for the \$55,000 capitation tax. The Special Legislature of 1874 repealed the obstructive section of the revenue law, and after so long a time the remainder was paid out. The Supreme Court, in the case "*English v. Oliver*," decided that the district tax and purchase-money for school-lands sold was payable in State scrip, thus depriving the schools of any currency revenue, while the new School Law made the maximum of local taxation for school purposes five mills, instead of leaving the matter as it was, subject to the control of the school districts. The effect on the schools is easily judged.

"The disturbances in the State culminated in a Constitutional Convention, which is now in session in this city, and is largely composed of members not friendly to Public Schools. If the new constitution is adopted as a whole, with the articles already adopted in it, the office of State Superintendent of Public Instruction will be abolished, and those of County Superintendents vested in the Judge of the County Court. The Convention has also passed an ordinance borrowing the permanent School Fund, Sinking Fund, &c., to pay the expenses of the State government. The proceeds of sale of Sixteenth Section lands are excepted from this, in order to avoid complications with the General Government.

"With such indications the prospect is not flattering."

The number of children between the ages of five and twenty-one years, according to the Report of Sept. 30, 1873, is 148,128, of whom 37,293 are colored. The number of pupils in the Public Schools is 59,587, leaving 88,541, considerably over half the children of the State, unprovided for. The cost of the schools for teachers' wages and school-houses is \$319,000.

The Superintendent remarks in his Report :—

“The standard of qualification among our corps of teachers has been raised very materially within the last year or two, and it may safely be asserted that our towns and cities will compare favorably with those of any State in this respect. Intelligent observers have not hesitated to pronounce the Public Schools of Little Rock, Pine Bluff, Helena, and others of our cities, fully equal to those of cities of equal size in the North.” These are the schools that receive assistance from the Peabody Fund, as will appear from the following list :—

Little Rock	\$2,000	Van Buren	\$800
Pine Bluff	2,000	Colored Asylum	600
Helena	1,500	Fayetteville Normal School	500
Camden	1,000		<hr/>
			\$8,400

TENNESSEE

Has made extraordinary efforts for the multiplication and elevation of its Public Schools during the past year. The State Superintendent, who has shown great intelligence and activity in arousing and guiding the public sentiment, has had the confidence and hearty co-operation both of the public men and of the professors and teachers of the literary institutions of the State. By means of the State Teachers' Association, of the Journal of Education, and of Teachers' Institutes, all parts of the State have been reached ; and the people have promptly responded for a simultaneous movement in behalf of the Public Schools. Under the representation that pecuniary assistance would never be of so much value as just now, a large amount has been given to the schools of the State, with the distinct understanding, however, that it will hereafter be diminished in proportion.

Under date of Sept. 18, 1874, the State Superintendent writes : " A summary of our general school operations under the law, to which the Peabody aid has been so valuable an auxiliary, may be given approximately thus :—

AMOUNT OF SCHOOL MONEY RAISED IN 1873-74.

Interest on permanent fund	\$150,750
Poll tax	150,000
One-mill tax on property	308,000
Additional tax by counties	180,000
Total	<u>\$788,750</u>

School population (6 to 18), 418,185; enrolled in the Public Schools, 215,000,—viz., white, 180,000; colored, 35,000; number of Public Schools, 4,400. Of the Peabody schools generally, I may say they have done well, doing much good in themselves, and exerting healthful influences throughout large communities. The two High Schools which we undertook to establish—the one at Shelbyville, the other at Gallatin—have been successful beyond expectation."

The Superintendent of the schools of Knoxville, in a letter dated Aug. 2, 1873, said: "Three years ago we could hardly say that we had any thing in the way of schools,—nothing in the way of Free Schools. Now there is not, I think, one district in the county that has not a school. This change has been brought about very largely by the Knoxville schools, and you aided materially in putting them on foot. Their influence cannot well be calculated. All along the railroad, in fact throughout East Tennessee, information has been sought of us how to get up and conduct such schools."

There are about 13,500 pupils in the Peabody schools of Tennessee, for which the people pay about \$170,000.

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AMOUNT OF SCHOOL MONEY RAISED IN 1873-'74

Interest on permanent fund	\$450,750
Poll tax	150,000
One-mill tax on property	300,000
Additional tax by counties	150,000
Total	<u>\$1,050,750</u>

School population '6 to '8, 418,185; enrolled in the Public Schools, 215,000.—viz. white, 180,000; colored, 35,000; number of Public Schools, 4,400. Of the Peabody schools generally, I may say they have done well, doing much good in themselves, and exerting healthful influences throughout large communities. The two High Schools which we undertook to establish—the one at Shelbyville, the other at Gallatin—have been successful beyond expectation."

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Little Rock	\$2,000	Van Buren	\$8
Pine Bluff	2,000	Colored Asylum	6
Helena	1,500	Fayetteville Normal School	\$8
Camden	1,000		

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The following donations were made :—

Memphis, for 1½ yrs.	\$2,500	Oak Hill Institute	\$300
Knoxville	2,000	Chapel Hill High School	300
Chattanooga	2,000	Calhoun	300
Superintendent's Ass't.	1,500	Cageville	300
Shelbyville	1,500	McMinnville Male College	300
Murfreesboro'	1,300	Cedar Grove	300
Gallatin	1,200	Nolensville	300
Teachers' Institutes	1,000	Jacksboro'	300
Milan	1,000	McMinnville Female College	300
Goodlettsville	900	Jasper	300
Watkins Seminary	800	Chatata	300
Maryville	800	Duffield Academy	300
Fisk University	800	Sequatchie	300
Jonesboro'	750	Chestnut Grove	300
Mechanicsville	600	Cane Creek Academy	300
Charleston	600	Forest Hill	300
Greeneville	600	Lincoln Academy	300
roth C. D., Davidson Co.	600	Cowan High School	300
Springfield	600	Rock Creek Academy	300
Milan (colored)	600	Cookston's Creek	300
Spring Creek	600	Isabella	300
Taylorsville	450	Ducktown	300
Blountville	450	West Brook Academy	300
Mossy Creek	450	Cleaveland (colored)	300
Watauga Academy	450	Hollow Rock	300
Hartsville	450	Flag Pond Seminary	300
William Penn School	450	Martin's Creek Academy	300
Wartburg	450	Science Hill Institute	300
McKee Seminary (colored)	450	Boon's Creek Academy	300
Union City	450	Pleasant Hill Academy	300
Cherokee	450	Blue Spring Seminary	300
Oak Grove Academy	450		
Fulton Academy	300		
			<hr/> \$36,800

WEST VIRGINIA.

The people of this State appear to be in advance of their legislators in regard to schools. When the latter left it to the counties to decide by popular vote whether a tax should be laid for the support of schools, the vote, contrary to all expectation, was almost unanimously in favor of the tax. No appropriations were made for the five State Normal

Schools; and yet they were all carried on by private enterprise. It is confidently anticipated that the will of the people thus significantly expressed will be duly heeded by the next Legislature.

The following statistics for the year 1873 are furnished by the State Superintendent:—

Children in the State between the ages of six and twenty-one years	171,793
Attended school during the year	81,100
Whole number of schools	2,857
Average number of months taught	394
Expenditures for schools	\$456,110
„ for school-houses and sites	129,154

SCHOOLS ASSISTED FROM THE PEABODY FUND.

Five Normal Schools	\$2,500	St. Mary's	\$300
Fairmont	1,000	Ravenswood	300
Charleston	1,000	Buffalo	300
Moundsville	1,000	West Union	300
Martinsburg	1,000	Point Pleasant	300
Wellsburg	1,000	Bethany	300
Grafton	800	Williamstown	300
Clarksburg	800	Prunty Town	300
Weston	800	Lewisburg	300
Buckhannon	600	Beverly	300
Palatine	600	Elizabeth	300
New Cumberland	600	Cairo	300
Mannington	600	Newbury	300
Piedmont	600	Goldsbury	300
Mason City	600	Journal of Education	200
Huntington	600		
			\$18,500

By gradually dropping from our list such cities as are becoming able and ready to support their own schools, we shall, no doubt, continue to have the means of responding to new calls in the same manner as in former years.

B. SEARS,

General Agent.

STAUNTON, VA., Oct. 13, 1874.

Adjourned to two o'clock to-morrow.

OCTOBER 15, 1874.

The Trustees met at two o'clock P.M., according to adjournment.

Governor GRAHAM moved that the Report of Dr. SEARS be accepted and approved.

General BARNES moved the following amendment:

That the Report of the General Agent, having been most fully discussed by the Board, more especially that part of it relating to mixed schools, be unanimously approved and accepted as the opinion of the Board.

This amendment was accepted by Governor GRAHAM, and unanimously adopted by the Board.

On motion of Mr. EVARTS, it was then

Voted, That a Committee of three be appointed by the Chair, to take into consideration that part of the General Agent's Report which relates to the subject of mixed schools, and to report to the Board.

Mr. EVARTS, Governor CLIFFORD, and Mr. WETMORE were appointed.

On motion of Governor CLIFFORD, it was

Voted, That the sum of \$500 be appropriated for contingent expenses of the General Agent during the current year.

Judge WATSON and Mr. RIGGS were appointed a Committee to examine the accounts of the General Agent.

Governor CLIFFORD submitted the following votes, which were passed unanimously : —

Voted, That the General Agent be authorized to procure the printing and binding of one thousand copies of the volume of the Proceedings of the Trustees, already stereotyped, and to include the Proceedings of the present year, and also the printing of five hundred copies of the latter in pamphlet form ; that he supply each Trustee with copies of the volume ; and that the Chairman and General Agent be authorized to distribute the remainder to public libraries and literary institutions.

Voted, That the thanks of the Board be tendered to the Massachusetts Historical Society for the loan of the plate of the engraved portrait of Mr. Peabody, prefixed to the volume.

The General Agent presented the following Report on Unpaid Appropriations : —

REPORT OF THE GENERAL AGENT ON UNPAID APPROPRIATIONS.

It will be recollected that, at our last meeting, the Treasurer referred, in his Report, to the amount of unpaid appropriations, and inquired what disposition was to be made of them. Whereupon Mr. Macalester proposed informally that some suitable mode of cancelling them be devised, and that Mr. Eaton and myself be requested to recommend a plan. Early in the year Mr. Eaton wrote to me on the subject ; and we began an examination of the appropriations and disbursements, which at my request was suspended till I could, for his convenience and that of the Trustees hereafter, enter upon a book kept for the purpose a consolidated account of all my engagements

with schools, with their dates, all the appropriations made, all the checks given, and the several amounts remaining unpaid. This has since been done, up to the date of our last meeting ; and references are given to all entries in my journals, to the number and amount of each appropriation, and of each check, all placed before the eye at once. But before this laborious task could be finished, both Mr. Macalester and Mr. Eaton were removed by death ; and I have regarded it as a sacred duty to complete the plan, and make it as it would have been, had they lived to see it finished. The book is herewith presented, with the recommendation that the following Resolution be passed : —

Resolved, That all the unpaid appropriations made previous to the meeting of July 16, 1873, and all such after that date, and henceforth, as shall not be paid within one year from the time for which they were made, be cancelled.

B. SEARS.

The Report was accepted, and the Resolution adopted.

Adjourned to half-past eight o'clock.

A quorum not being present at half-past eight, the Board adjourned to two o'clock to-morrow.



OCT. 16, 1874.

The Trustees met at two o'clock, according to adjournment.

On behalf of the Committee on Mixed Schools, Mr. EVARTS presented the following Report : —

The Special Committee to whom was referred that portion of the General Agent's Annual Report which relates

to the subject of "mixed schools," and the proposed legislation of Congress known as the "Civil Rights Bill," as affecting that subject, respectfully report to the Board, for its adoption, the following result of their consideration of the subject thus referred to them :—

The whole interest and duty of this Board, in reference to this pending legislation of Congress, have been and are strictly confined to the formation of correct opinions as to the probable consequences of its enactments to the existing and projected systems of public education in the States, for the benefit of the population of which, white and colored, the benevolent munificence of Mr. Peabody has endowed this Trust, to the just and fruitful administration of which the labors of this Board are entirely devoted.

The Board, in expressing in the briefest and calmest terms the conclusions to which their investigations and reflections upon this subject have brought them, feel the most confident assurance upon two points. The first is, that in advance of their inquiries and efforts to get at the true state of feeling and opinion of the people of these States, white and colored, upon this subject of compulsory legislation of Congress in favor of "mixed schools," the Board had no prepossessions in favor of one opinion or the other. Their only object was the ascertainment of the facts and sentiments existing and operating in these communities, upon which alone could this Board expect to arrive at any conclusions on the subject satisfactory to themselves or useful to the public interests committed to their charge.

Upon the second point, of the trustworthiness of the means and agencies at the command of the Board for reaching correct and adequate information upon the subject, the Board have felt equal assurance. They use the same means and agencies by which they have furnished them-

selves with necessary and competent information bearing upon all other matters in the conduct of their trust, and they have abundant evidence that these means and agencies are both trustworthy and adequate, and the practical results of measures shaped in reliance upon them have justified such reliance.

The Board, after the most careful comparison of opinions, and the most solicitous consideration of all the elements of the discussion affecting the interests of education in these States, for their white and colored populations, have unanimously come to the conclusion that the prospects and hopes of the public systems of education at the South will receive a serious, if not a fatal, blow from any legislation which should make such systems of education maintainable only upon the scheme of "mixed schools" as the organization requisite for such public education. The Board are of opinion that, while justice and public duty as well as the interests and feelings of the white and colored people of the South concur in demanding a system of public education which should give equal opportunities and equal advantages to the children of either color, no such result would be promoted by the compulsory system of "mixed schools." In their views on this subject, the Board believes there is no very considerable diversity of judgment in the communities of the South to be affected by the proposed legislation.

The Board have adopted from the beginning the plan of using the means at their disposal for the development of the spirit and purpose and action of the States (for whose benefit this Trust was created), and of their people towards building up and maintaining systems of free education for white and colored children without partiality or distinction. They have seen great progress, and they foresee in the near future still greater progress, in the right direction and

towards the best results. Step by step, the *natural* tendency in their communities towards free and equal education for *both classes*, by the method of equal but separate schools, has manifested itself to the observation of the Board, by every form of concurrent evidence. They feel, therefore, that what the wide and varied and now continued observation of the Board has shown them in reference to their own practical participation in the commencement and growth of the systems of public education at the South may safely be accepted as true for the entire field of public education which would be affected by the proposed legislation.

The Board respectfully ask the attention of the public mind, whether at the North or the South, to the important presentation of the views of their General Agent on this subject, embodied in the Annual Report of Dr. Sears made to the Board at its present meeting. In so doing, they desire to give their hearty concurrence to these views, and emphatically to pronounce as the result of their responsible consideration of the whole subject the decided opinion that compulsory legislation by Congress in favor of "mixed schools," as the system of public education, will be most pernicious to the interests of education in the communities to be affected by it, and that the colored population will suffer the greater share of this disastrous influence.

WILLIAM M. EVARTS.
JOHN H. CLIFFORD.
SAMUEL WETMORE.

On motion of Mr. STUART, the Report was accepted and approved as expressing the unanimous opinion of the Trustees; and ordered to be published by the Secretary.

The Committee appointed to prepare Resolutions

on the death of Mr. MACALESTER and Mr. EATON reported through their Chairman, Mr. EVARTS.

The Committee to whom it was referred by the Board to consider and report a proper minute to be entered upon the Record, expressive of the sense of the Trustees of the value to the councils and labors of the Board which the co-operation of their late associates Mr. CHARLES MACALESTER and Mr. GEORGE N. EATON supplied, and of the great loss sustained by the Board by their lamented death, respectfully report, for the adoption of the Board, the following Resolutions : —

Resolved, That the Trustees of the Peabody Education Fund have always felt the judicious wisdom of Mr. PEABODY in selecting from among his acquaintance, having his own entire confidence and that of the communities in which they lived, two such men as Mr. MACALESTER and Mr. EATON, of great business sagacity, of the most sterling integrity, and in complete sympathy with the benevolent purposes of the founder of this Trust in its establishment.

Resolved, That, during the seven years that the operations of the Board have been in progress, the most assiduous attention, a faithful performance of a full share of the joint labors of the Board, constant courtesy, just opinions, and worthy action, have uniformly marked the service in the Board of our deceased associates, and secured for them our sincere respect and affection in their lifetime, and for their memory a continuing place in our esteem.

Resolved, That, the Secretary of the Board be directed to transmit to the families of the deceased a copy of these Resolutions under the hand of the Chairman and Secretary of this meeting.

General TAYLOR moved that the Resolutions be adopted.

Governor CLIFFORD made a very appropriate and touching address on the admirable character and valuable services of his former associates, giving a graphic picture of those peculiar qualities which fitted them remarkably for the duties of this trust. Further remarks, as an affectionate tribute to their memory, were made by Governor GRAHAM and Dr. SEARS.

The Resolutions were unanimously adopted.

Judge WATSON presented a Report on the accounts of the General Agent: —

Messrs. WATSON and RIGGS, to whom were referred the accounts of Dr. SEARS, General Agent, report that they have examined the vouchers presented to them up to and including 1st October, 1874, and find that Dr. SEARS has receipts for \$145,200, and that by the account of the Treasurer there was during the year deposited to the credit of the General Agent by the Treasurer the sum of \$151,500, leaving a balance in the hands of the General Agent at this date of \$6,300.

S. WATSON.

G. W. RIGGS.

OCT. 16, 1874.

The Report was accepted and approved.

The Trustees proceeded to the election of members to fill the vacancies caused by the death of Mr. MACALESTER and Mr. EATON; and Chief-Justice MORRISON R. WAITE, of the Supreme Court of the United States, was chosen in place of Mr. MACALESTER, and the Right Rev. H. B. WHIPPLE, Bishop of Minnesota, in place of Mr. EATON. It was

Voted, That the next Annual Meeting be held in New York, the first Wednesday in October, 1875.

Judge WATSON was appointed a member of the Executive Committee, to fill the vacancy caused by the death of Mr. EATON.

Voted, That the Chairman be requested to inform Judge WAITE and Bishop WHIPPLE of their appointment.

Voted, That the General Agent be requested to see that the Trustees be duly notified of their next meeting, and that suitable arrangements be made for their accommodation.

On motion of Governor CLIFFORD, voted to adjourn without day.

B. SEARS, *Secretary pro tem.*

1. The first part of the document is a list of names and addresses of the members of the committee.

2. The second part of the document is a list of names and addresses of the members of the committee.

